SAFETY

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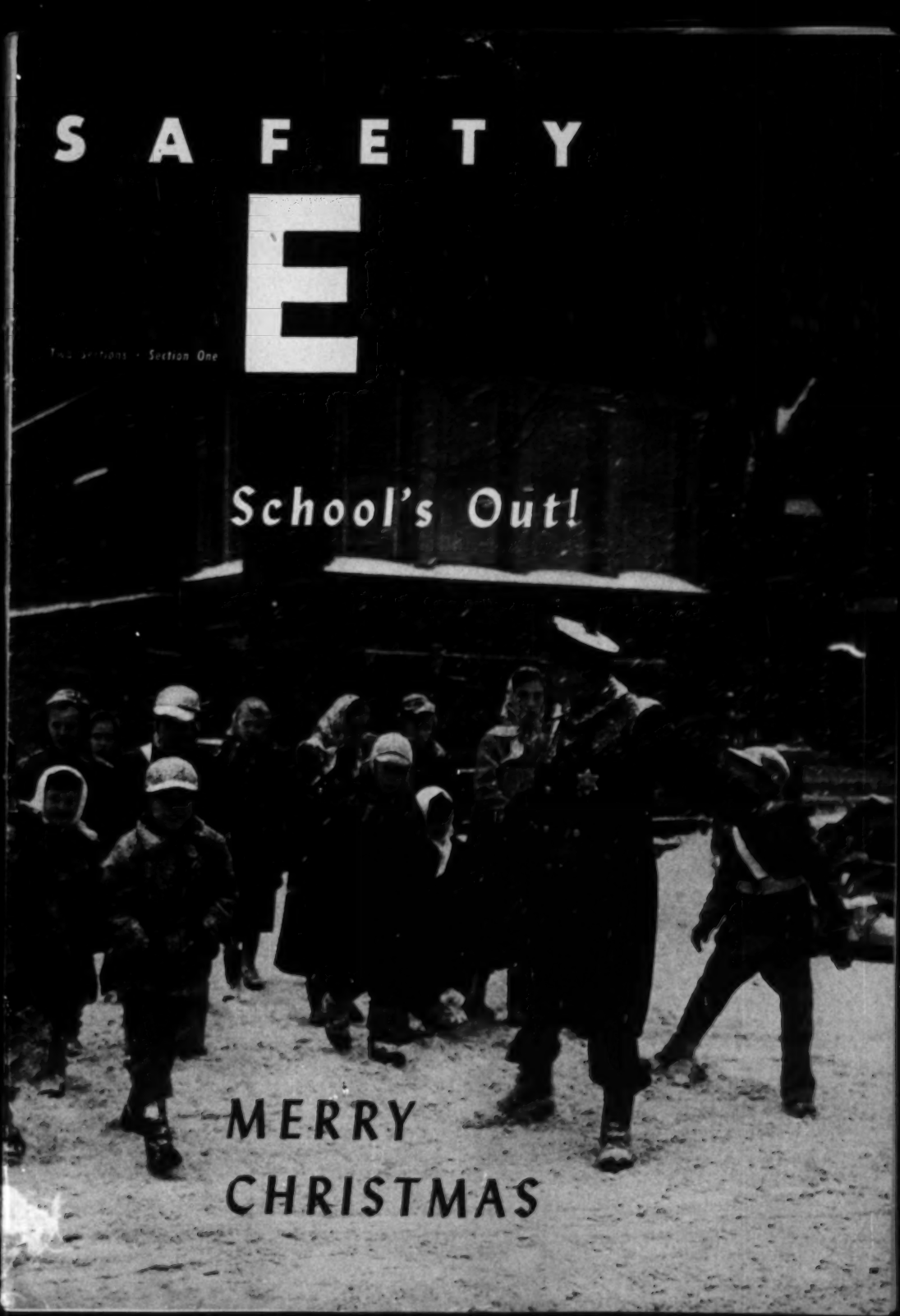
Two sections - Section One

School's Out!



MERRY CHRISTMAS

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

Headquarters: 425 N. Michigan Avenue, Chicago 11, Ill.

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SAFETY Education

Volume XXXII
No. 4
Section One

• • *A MAGAZINE FOR TEACHERS AND ADMINISTRATORS*

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CHARLES W. TAYLOR, *Editor*
C. H. MILLER, *Advertising Manager*
FELIX STREYCKMANS, *Editorial Director*

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CONTENTS

School Liability—R. R. Hamilton 2
Atomic Attack Fact? or Fiction?—Evelyn Rieke 7
The Fortieth Congress in Retrospect—Wayne P. Hughes 10
Vacation Safety—Eva M. Dratz 12
Lead Poisoning in Young Children —Margaret Galbreath R.N. 15
More Apparatus Experience—Howard Schaub 18
264 Schools Win Honor Roll Award 19
1952 Honor Roll 20
The Physical Education Instructor Looks at Safety —Howard G. Richardson 22
Some Practices in Driver Education 24
Educational Objectives in the School Patrol —Sister M. Bernadina O.P. 25

Departments

Lesson Units 27

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Over My Shoulder

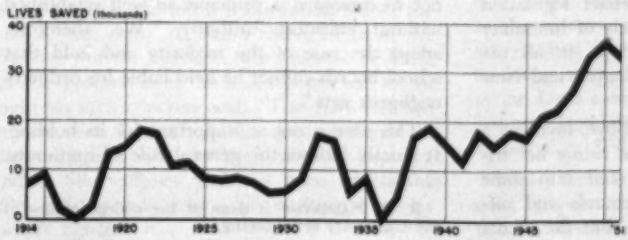
Every member of a civilized commonwealth is entitled to require of others a certain amount of respect for his person, reputation and property, and a certain amount of care and caution when they go about undertakings attended with risk. The breach of this right, by which breach some person becomes entitled to sue another for damages, is governed by "tort" liability. The question arising when one man recklessly or wilfully harms another is not whether some technical form of action can be found in which the reckless man is liable, but whether he can justify or excuse himself.

The paper, Schcol Liability, has been copyrighted by R. R. Hamilton as it was published in his bi-weekly Law Letter. It is printed here by special permission.

What business does SAFETY EDUCATION *have in publishing a paper on lead poisoning in children? Just as much business as does the American Academy of Pediatrics in interesting itself in accident prevention. Primarily our job is preserving lives and bodies. In this particular instance the environment which is conducive to lead poisoning is also suspected of being conducive to a high accident rate. Slum areas, says Miss Galbreath, are natural breeders of lead poisoning. Teachers suspect that slum areas are breeders of accidents. In attacking slum areas, Miss Galbreath is attacking both lead poisoning and accidents. There are two communities which have some idea of the extent of lead poisoning among children—Baltimore, Maryland, and Melbourne, Australia. In the former community Miss Galbreath is regarded as an authority on the subject.*

Frequently when school people talk about safety patrols they put all the emphasis, in their talk at least, on the benefits which accrue to the school. It is refreshing to have a paper, such as the one prepared by Sister M. Bernadina, which spells out some of the benefits which accrue to the patrol members.

We, in the business of safety education, talk about the toll of lives lost in traffic accidents, the thousands of lives lost in industrial and home and other accidents. The chart, at the bottom of this page, gives a different slant to the picture. It shows the lives **saved.** Accidental deaths from 1900 to 1913 averaged 85 per 100,000 of population. Lower rates in succeeding years indicate a saving of 500,000 lives!



Charles W Taylor

School Liability

by R. R. HAMILTON

DESPITE THE FACT THAT the rule of non-liability of a district for its torts is, and has been established for years, cases in this troublesome area of school administration continued to be litigated. Two court decisions, one by the supreme court of Utah in October, 1950, and the other by the supreme court of Michigan in February, 1949, may indicate that some cracks are appearing in the old, rock-ribbed doctrine of immunity.

As you know, the legal rule is that since school districts are instrumentalities of the state, and the state is immune from suit unless it consents, the state's immunity extends to the districts. In order to hold a district liable for its torts or those of its agents and employees, the legislature of the state must enact legislation imposing such liability. The rule of immunity is the law, with some exceptions, in all the states except California, Washington and New York.

The Utah case, referred to above, involved a three year old child who, while riding her tricycle on the school grounds, fell into some burning embers left on the grounds and suffered severe burns. It appears that the school maintained an incinerator adjacent to the playground area in which was burned rubbish collected on the school premises. At intervals, the embers and ashes were removed from the incinerator and permitted to accumulate over an area of several feet surrounding the incinerator. In a suit by the parents to recover damages from the district for the injuries to their daughter, the court held that the district was not liable. Judge Latimer, who wrote the opinion for the majority of the court said:

"While the law writers, editors and judges have criticized and disapproved the foregoing doctrine of government immunity as illogical and unjust, the weight of precedent of decided cases supports the general rule and we prefer not to disregard a principle so well established without statutory authority. We, therefore, adopt the rule of the majority and hold that school boards cannot be held liable for ordinary negligent acts."

This case is not so important for its holding. It simply follows the general rule of immunity.

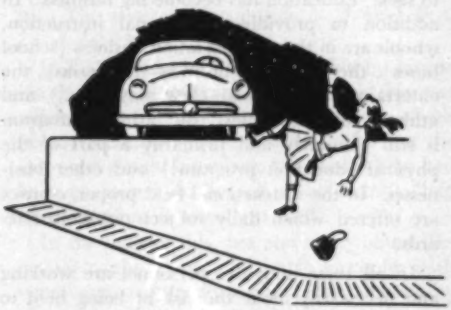
R. R. HAMILTON is dean of the college of law at the University of Wyoming.

Its importance lies in the fact that two judges dissented. In a vigorous dissenting opinion, in which Justice Wade concurred, Justice Wolfe said:

"I prefer to regard said principle for the purpose of overruling it. I would not wait for the dim distant future in never-never land when the legislature may act." Judge Wolfe then points out that the rule rests upon the "immortal and indefensible doctrine" that "the king (sovereign) can do no wrong" and that a state should not be permitted to shield itself behind it.

This case would be fine reading for school administrators. Both the majority and dissenting opinions are exhaustive and very well written, and if you are interested in this very vital subject, I recommend that you read it. The case is cited as *Bingham v. Board of Education of Oregon City, 223 P. 2nd, 432.* It may be found in any good law library. I am sure your lawyer friend would be glad to lend you his copy of the report in which the case is found. It is written in such language that one without legal training readily can read and understand it. Just skip over the small amount of legalistic langauge the opinion contains.

The Michigan case was one in which the administrator of the estate of a fifteen year old girl sued the school district for damages alleging that the negligence of the district caused



the child's death. The child, in company with other children, attended a high school night football game. She paid the admission charge, saw the game and left a few minutes before the end of the game. A ramp extended from the basement of the high school warehouse building to the ground level, and was protected by an eighteen inch concrete wall. The girl's car was parked near the wall. As she attempted to walk around it she fell over the wall and into the ramp. She suffered paralysis from which she died eight months later. The parking area was poorly lighted.

In the trial court, the jury awarded the administrator $10,000 damages but the judge in that court rendered judgment for the district notwithstanding the verdict of the jury. Upon appeal to the Michigan supreme court, the action of the trial court was upheld by an equally divided court! It requires a majority of the judges to reverse the action of a lower court. The opinion upholding the verdict of the trial court followed the orthodox rule of immunity.

I SHOULD POINT OUT THAT one exception to the immunity rule is that a district is liable for its torts if it engages in "proprietary" functions as distinguished from "governmental" ones. The line of demarcation between the two types of functions is far from distinct and many courts have simply given up trying to draw it. In any event, the court, in sustaining the holding of the trial judge, held that staging a high school football game was a governmental function and refused to impose liability upon the district.

As in the Utah case, the importance of the Michigan case lies not in the opinion sustaining the trial judge in applying the orthodox rule, but the one favoring reversing him and imposing liability on the district. This opinion makes the point that since an admission fee was charged, persons other than those connected with the school were admitted, and the school realized a financial profit from the operation, the operation was a commercial one which removes the district, while engaged in the operation, from the protection of the defense of governmental immunity. The judges who are parties to this opinion admit, for sake of argument, that the district was engaged in a governmental function in staging a football game but believe that the fact that it derived an incidental profit from it renders it liable for injuries caused in such operations.

This case should give educational administrators pause. Note the amount the jury awarded the administrator of the girl's estate! When the immunity rule survives by the narrow margin of a single judge, and in as respected a court as the supreme court of Michigan, I think we are justified in wondering if the old rule may be losing some of its vigor. This case, as well as the Utah case, will make interesting reading for you. It is cited as *Watson v. School District of Bay City 324 Mich. 1, 36 N. W. 2nd, 195.*

What, then, is the significance of these decisions to you and other school administrators? If I am correct in thinking that these cases may

indicate a trend, it is clear that districts cannot longer rely with confidence on the general rule of immunity. It means that administrators should redouble their efforts to see that school premises are kept safe.

I incline to the view that the immunity rule is wrong and should be abrogated in its entirety. I think it has become obsolete. Education has become big business. If educational programs subject pupils to the hazards of modern traffic, buzz saws, dangerous chemicals in the laboratory, injuries in athletic contests from which districts take a profit, and other dangers, the cost of compensating for injuries suffered in such programs should be assumed as a legitimate cost of education. It is submitted that public education can no longer justify sending children through life blind or maimed through the negligence of the districts, and smugly take refuge behind a rule the foundation and soundness of which is, to put it mildly, open to serious question.

THE ANSWER APPEARS obvious to me. Administrators should seek to have the legislatures of their respective states abrogate the rule and require all districts to carry insurance to cover injuries to pupils.

That problem has some very interesting aspects. Many school administrators have informed me that their school boards, from school funds, regularly purchase insurance to cover their school buses and drivers, and may arrange insurance to cover injuries to members of their athletic teams, despite the lack of express legislative authorization for the expenditure of school funds for such purposes. It might well be asked whether this might be an illegal expenditure of school funds since the district is not liable in any event. It could be argued that since the district needs no protection, the purchase of insurance constitutes giving away of public money. Also, if insurance is purchased from gate receipts the question arises whether such receipts are public funds and subject to the same restrictions as tax revenue. The problem will be discussed further on.

One additional point, and this frequently comes as something of a shock to administrators, teachers and other school personnel. The immunity from liability enjoyed by school districts does not extend to school personnel! They are liable for their negligent acts just as if they were not engaged in school work. An athletic coach, an instructor in the laboratory or shop, a bus driver, and even the administrator, personally may be subjected to a suit for damages if his negligence can be established.

This fact seems not to be realized adequately by school people, although many have realized it too late—after they are in court!

School personnel are liable personally for damage caused by their acts of negligence. The definition of negligence is variously stated but it comes down to this: If a person does not act as a reasonably prudent person would act under the same or similar circumstances, he will be deemed to have acted negligently. It is said that he must act with "due care." Whether a person has so acted is a question of fact to be determined by the judge, or by the jury if there is a jury in the case.

The possibilities of legal involvement by school personnel in tort cases are very great indeed, and are increasing. The reason is not far to seek. Education has become big business. In addition to providing traditional instruction, schools are in the transportation business (school buses), the restaurant business (cafeterias), the entertainment business (class plays, etc.,) and athletic contests (unless your athletic program is still genuinely and primarily a part of the physical education program!) and other businesses. In the instructional field proper, courses are offered which daily subject pupils to hazards.

In all these activities personnel are working and necessarily incur the risk of being held to have acted negligently if a student suffers injury. School districts, with some exceptions, are immune from suit, but the administrators, teachers, coaches, bus drivers and all other school personnel are "wide open" to suit.

ALTHOUGH THE NUMBER OF suits against school people individually is large, it is difficult to understand why it is not much larger. Whatever the reasons may be, the fact is that as schools have become involved in ever-expanding activities, the risks of individual liability are multiplied.

A single large judgment against the average teacher would cripple her financially for many years. As one of my students put it, a school person may find himself "turning over the key to his front door" to one whom the jury has found was injured through his negligence!

The areas of greater danger of liability of school personnel are where you would expect to find them, namely, in laboratories, in manual arts shops, and in athletics. A tragic laboratory case which arose in California is illustrative. The students were performing an experiment in the manufacture of gunpowder. Directions in the laboratory manual were not followed by the students, although the instructor was where he could have observed the process being employed by them. Due to the failure to follow instructions, an explosion occurred and the plantiff, a student in the class, was seriously injured.

In a suit against the district for damages, the plaintiff was successful. The court criticized the school administration for requiring students to perform such experiments, and indicated that if students are to be subjected to such dangers, the strictest supervision must be exercised over them if the district is to escape liability. The case is *Mastrangelo v. School Dist. 2 Cal. 2d. 540, 42 P. 2d. 634.*

In California, the district is liable by statute for the torts of its employees, but this does not relieve the instructor or administrator of his peronal liability. There is little doubt that the instructor would have been held liable here had he been joined in the suit. The district "had the money" so it alone was sued.

In the light of this case and many others like it, you might deem it advisable to confer with your science instructors about the advisability of revising the list of experiments to be performed in your laboratories. You may conclude that the scientific education of your students will not be seriously incomplete if you discontinue some of the experiments in which danger of injury is greatest. In any event, the instructor should be informed in no uncertain terms of his possible liability in such cases!

The so-called "buzz saw" cases are very numerous. As you know, injuries occur most frequently from failure to have a proper guard installed on the saw in the manual arts shop, or from failure of the instructor to insist that the guard be used. Also, instructors have been held personally liable for injuries to pupils when they have permitted them to use dangerous machinery without first giving them complete instruction as to its proper use.

All possibilities for negligent action and personal liability of school people do not lie in the shop or laboratory. They exist in the classroom as well. A case which arose in Detroit will illustrate the possibility despite the fact that the teacher was held not liable.

It appeared that in a class in nature study, the teacher required her pupils to care for certain plants, some of the plants being suspended in boxes. The plaintiff, an eight year old girl, was directed to water some of the plants, but not being tall enough to reach them, procured a chair upon which she stood. She used a glass milk bottle in watering the plants. She fell from the chair, the glass bottle broke on the concrete floor and the child was cut severely.

The teacher knew the child was using the chair and that she was using the milk bottle to perform her appointed duties!

Fortunately for the teacher, the jury held that she was not negligent, hence not liable! The case is *Gaincott v. Davis, 281 Mich. 515, 275 N. W. 229.* I think the decision was completely wrong. If the facts don't establish negligence on the part of the teacher, I hardly know what would! This teacher "got off" lucky.

In New York, an instructor in physical education was held personally liable under the following circumstances: Two strong, vigorous boys, untrained in boxing, were permitted by the instructor to fight through one round and part of another. The plaintiff was struck by a heavy blow on the temple and cerebral hemorrhage ensued. The instructor sat in the bleachers while this contest was going on. The court said:

"It is the duty of a teacher to exercise reasonable care to prevent injuries. Pupils should be warned before being permitted to engage in a dangerous and hazardous exercise. Skilled boxers at times are injured, and . . . these young men should have been taught the principles of defense if indeed it was a reasonable thing to permit a slugging match of the kind which the

testimony shows this contest was. The testimony indicates that the teacher failed in his duties in this regard and that he was negligent, and the plaintiff is entitled to recover."

The case is *LaValley vs. Stanford, 272 App. Div. 183, 70 N. Y. S. 2d. 460.*

May I urge you to call the attention of your physical education staff to this case, if you have not already done so? Putting your staff on notice of the dangers in this area not only might prevent injury to pupils and liability of instructors, but also it provides excellent evidence that the administrator himself was not negligent! It is interesting, even if disturbing, to speculate upon what would have happened if the administrator had been joined with the instructor in the LaValley case. It might have been alleged that the administrator was negligent on two grounds, namely, he "employed" an incompetent instructor, and he failed to exercise adequate supervision over the instructor!

OF COURSE, THE FIELD OF competitive athletics affords almost unlimited possibilities for negligent action by coaches and administrators, and numerous cases have arisen in that area. Certain acts by a coach, for example, could be recognized at once as negligent. An obvious one would be putting into a game a boy whose injuries are such that he should not be allowed to play. Another would be "overmatching" a boy. You can add to the list almost indefinitely.

The coach should be extremely careful not to let his desire to win cause him to lose sight of his legal liability if his negligence can be shown. A crippled or disabled boy, or a wrathful parent, on the witness stand, does not contribute to the peace of mind of a coach or administrator.

The coach and administrator became involved personally in a South Daktoa case which indicates some of the dangerous legal aspects of activities which are not part of the school program proper. The Highmore, South Dakota, high school had an organization known as the "H" Club. The club was composed of boys who had "lettered" in athletics. The coach procured the permission of the superintendent to use the gymnasium for a club initiation ceremony. At prior initiations, the candidates for initiation had been given an electric shock. I shall spare you the tragic details other than to say that one of the initiates was electrocuted. The coach was held personally liable. The court said:

"The facts disclose that Mr. Gardner (the coach) actively participated in the initiation activities, that it was he who tested the electrical appliance, and that he played an active role in the whole proceeding . . . ."

The superintendent was held not liable since he was not present, and it appeared that his only connection with the proceedings was to grant permission to use the gymnasium, and to be assured that the coach would be present.

It is my guess that the addition of very few facts to this case would have involved the superintendent in liability. Had he known of the electric shock portion of the ceremony and condoned it, or even failed to forbid it, the result as to him might have been quite different. This case should be taken into account in considering the responsibilities of administrators and teachers in connection with high school fraternity initiations and other such activities. The last situation disturbs me greatly. I think there is no doubt that under certain factual situations, school personnel are liable for what goes on in such ceremonies.

There is no doubt that the driver of a school bus is liable for his negligence which caused injury to persons or property. Most states have some provision for insurance in connection with buses, but the extent of coverage permitted or required under the laws of the several states varies greatly. You should check your school bus insurance laws to determine (a) whether there is any coverage permitted or required in your state, (b) whether the insurance protects the district only or also protects the bus driver.

I submit that the business of education has become so big that it is palpably unfair to saddle teachers and administrators with the risks involved in their respective positions. At least three states, New York, New Jersey and Connecticut, have enacted "save harmless" statutes for the protection of teachers. These require the district to pay judgments recovered against teachers.

This is enlightened legislation and should be adopted widely. The tort liability laws applicable to districts, and to individuals responsible for the school program, are obsolete and cannot be defended in a modern society. It is unfair to everyone concerned to attempt to operate a modern educational program under antiquated tort liability laws.

a pupil panel on

Atomic Attack Fact? or Fiction?

by EVELYN RIEKE

EVERY TIME I GO TO A convention I am told that I must add another unit to my ninth grade English course. But when they tell me that I shall have to teach a unit on atomic attack, I shall have to quit.

This is a quotation from a teacher who had just returned from a convention.

However, teaching civil defense is not the difficult job imagined by many teachers. It does not necessarily include scientific research on the atomic bomb or nuclear physics. A ninth grade social living class at University school, Southern Illinois University, found civil defense to be the most interesting unit studied during the year.

From the time that the unit was planned, it was decided that the results of the research would be brought to an assembly of pupils, parents and guests in the form of a panel discussion. It was also decided that every effort would be made to get the facts as exactly as they could be learned from the latest evidence.

Information that was known generally by other pupils was relegated to brief mention in the introductory speech to be made by the chairman. Other members of the panel searched for facts which would be new to most pupils and which would be especially useful to residents of southern Illinois.

The unit was developed by the whole class in the following steps:

- Two films were shown to set the stage for the unit: "Where Will You Hide," Encyclopedia Britannica, 1947; and "You Can Beat the A-Bomb," RKO Radio, 1950.
- One class period was used to examine book and pamphlets on atomic attack.
- An outline was made by the class and the teacher and written on the blackboard.
- The class was divided into six committees for doing the research—a committee for each point on the outline.
- Each committee reported to the remainder of the class at the end of the working period—about two weeks.
- Each committee made an illustrative poster.
- The class and the teacher chose five of the best reporters as the panel for the assembly pro-

MRS. EVELYN RIEKE is counselor of girls at the secondary laboratory school at Southern Illinois University.

gram. The teacher chose the chairman of the panel as well as the mathematician and the artist for the illustrations.

THE PANEL TOOK ITS WORK seriously. Every questioned fact was documented or withdrawn. Illustrations, such as the hypodermic needle and the map of Illinois (used to show danger areas) were measured to scale by the mathematician. A tape recording was made by the panel at a practice program to show where points could be strengthened or the speech improved.

Consultants Were Used

Consultants were used as needed. Among them were Miss Hester Johnson, nursing education, S.I.U.; Dr. Charles Sanford, Illinois Curriculum study, University of Illinois; Dr. Ralph Boatman, health education, S.I.U., and Chalmer Gross, physics instructor, University school, S.I.U.

Arguments stated by the first panel speaker to justify the panel presentation and to stimulate interest in the topic included the possibility of an error made by an attacker, the fact that many graduates of the University school move to other parts of the nation, and the possibility of a change in the strategic importance of Carbondale, where the school is situated.

The girl who spoke of the health aspects involved in an A-bomb attack urged pupils and faculty alike to take the recommended course of innoculations not only for a possible emergency but as a common sense non-civil-defense precaution.

The boy who discussed the particular obligations of teenagers urged that pupils continue their program of study and not add to any confusion by crowding into enlistment offices. Their first obligation to the nation, he said, was to get a good education.

The two other speakers discussed the local areas of relative safety and the general problem of radiation dangers.

Pupils Less Fearful

Every pupil in the class declared that he was less afraid of the consequences of an A-bomb explosion and that he had gained a clearer idea of what contribution he could and should make in the event of such an emergency.

A condensed version of the report of the panel, as it was presented to an assembly of University school pupils, their teachers, parents and guests, follows:

Chairman Pat Sill:

BETWEEN 1939 AND THE EXPLOSION of the first bomb in 1945 there was feverish activity among the atomic scientists; most of it under the secrecy of war censorship. However, as far back as 1905 Albert Einstein was working on the formula showing the interchangeability of matter and energy.

One of the films, made in 1947, which most of you have seen, carried the threat that there was no foreseeable defense against the bomb; in the same movie it was said that two out of three citizens may die as direct or indirect result of atomic attacks. Since then we have learned much more about atomic attack.

If germ warfare were used along with atomic attacks, the disaster might be much more serious. For instance, if our enemies imported germs on fruit or vegetables, or brought in cattle with hoof and mouth disease this practice might start an epidemic and increase the number of casualties immensely.

Most of use realize that several nations undoubtedly have the bomb. We are sure that unfriendly nations have the A-bomb secret, too. The threat of attack may last for years or even generations and only world peace can end it. So the problem of civil defense becomes a vital one to every community in the United States.

Cooperation a Learning

Nations must learn to work together if this threat is to end. Understanding of languages, customs, and governments of other peoples will help, also having a United Europe. Our own contribution is a beginning at home. Cooperation between all of us is a step in the right direction.

Now we shall hear what my fellow students have to say on this subject.

Dee Alexander:

ABOUT THE MOST VITAL question to the people of Carbondale is "How great is the threat of atomic attack to Carbondale?"

It is not very great. Carbondale is too small and, even though we have a university and are often considered a railroad center in southern Illinois, an enemy is not likely to waste an atomic bomb on a city of ten thousand persons. There is little need to be worried because we are close to such cities as St. Louis, Springfield, Paduch and Joppa. In the chart on the map, the circle represents the ten-mile danger area that would exist if these cities were bombed. Carbondale is not touched. This map is based on the bombings at Nagasaki and Hiroshima. Hydrogen bombs would increase the danger area.

Although valuable documents have been moved to the middle west, the places where

these paper are kept is a secret. If their location were known it probably would be found that they are scattered through a number of small towns. An enemy probably is more interested in destroying other targets.

An atomic attack on any part of the United States is a threat to Carbondale, nevertheless. Not in the sense a person normally thinks about a threat but in an indirect, but deadly, sense. Panic! Let us suppose an atomic bomb were dropped on Chicago. Everyone would be trying to get away from there. Rumors would spread. We, in this area, would have a job to do in helping the people of Chicago, in taking care of refugees, in sharing our food, and in other ways.

Also, there is no assurance that you, in this audience, will remain in Carbondale the rest of your lives. Our graduates move widely throughout Illinois and some move to other parts of the nation. There is also the possibility that southern Illinois will change its strategic importance and the remote possibility that an A-bomb may be dropped by accident on this area.

Many Reasons to Learn

Therefore, although our part of the country seems to be relatively safe from atomic threat, there are many reasons to encourage us to become better informed on the outcome of an atomic attack, whether it be in southern Illinois or in some other part of the United States.

R. E. Bridges:

ALL CITIZENS SHOULD KNOW where the nearest natural and man-made shelter or protection is in case of an atomic attack. It is also important to know where the unsafe spots are. I am going to try to tell you where you can find this protection in your home and out in the open. I will also tell you about some of the spots where it is safe in Carbondale.

If you are out in the open when an atomic bomb explodes, dive for the nearest curb or ditch. If you are out in a field playing, drop flat, for you haven't a second to spare. You will be safe behind a hill, in a cave, or in a ditch. Be sure you aren't level with the ground around you.

One good protection area here at Southern Illinois University is a heat tunnel. The heat tunnels, in most places, are under thirteen feet of earth and are built of one-foot-thick concrete.

For persons who live in the country, here are some rules to follow:

1. Always have extra clothing on while you are outside, so the radiation cannot get to you as easily.

2. Don't keep woodpiles or haystacks near the house. They could catch fire.

Persons who are outside when the flash occurs should keep covered for at least thirty seconds after the bomb has gone off. During the detonation, lie down flat. Don't look at the bomb and be sure to cover your face. After an attack, remove your overcoat and jacket. The minute you are inside, remove all of your clothing and wash well. Put on clean clothes. This is very important. The reason for this is to get all of the radiated particles off your body.

Advice for Home

If you are at home, the cellar is the safest place for you and your family to go. If a warning signal has been given, close all windows and turn off all the gas in your house. Also pull down all the shades.

Homemakers should be prepared with a fire extinguisher and with some means of emergency lighting. They will need food and beverages that are safely covered, also cooking utensils, soap and waterproof matches. Clothing will be needed so have plenty of extra clothes. Be sure that your valuables are in a safe place.

Here are some unsafe places:

1. Don't lie beside a brick building.

2. Don't lie under a car because the engine may fall on you or the car may blow up.

3. Don't lie beside a window. Flying glass is one of the greatest dangers in the case of a blast.

Mary Jane Chaney:

MANY PEOPLE ARE FRIGHTENED more by radiation than by the blast and heat of the A-bomb. Actually, radiation is the least dangerous of the three. One of the questions I would like to answer is this: "Is radiation injury limited to a straight line?"

Rays Go Straight

It is true. The rays go in a straight line, they do not curve. If you are behind a hill, radiation rays will not curve over the hill to you. Also the radiation rays will not go through more than six feet of earth, so the rays won't go through the hill.

Radiation danger differs with the kind of blast. There are several types. A land blast or air blast may spread injury within a one mile area. However it can spread the radiation contaminated particles farther than one mile. A

to page 37

The Fortieth Congress in Retrospect

by WAYNE P. HUGHES

TEN YEARS AGO there were fewer than five hundred registrants at the various school and college sessions of the National Safety Congress. This year, at the Fortieth National Safety Congress, as there have been for the previous two or three years, there were approximately twenty-five hundred session attendances.

This tremendous increase in session attendances at the annual National Safety Congress can but reflect the increasing interest of school people, generally, in the problems of child safety.

Detailed reports of the congress activities are published in the TRANSACTIONS of the Fortieth National Safety Congress so I shall not attempt even to mention all of the programs and participants.

If the size of the attendance at the various sessions of the congress is an indication of the relative interest of the participants in the various phases of safety education, then the problems of driver education would take precedence. There were, perhaps, two hundred and fifty persons at the meeting where Norman Key, secretary of the National Commission on Safety Education of the National Education Association, Amos E. Neyhart, administrative head of the Institute of Public Safety at Pennsylvania State College, A. R. Lauer, director of the driving laboratory of the Industrial Science Research Institute at Iowa State College, and Herbert J. Stack, director of the Center for Safety Education at New York University, read papers on recent research in driver education.

The interplay of questions, which came from the audience after the papers were read, and the responses of the speakers continued for an hour after the scheduled ending of the session. A similar amount of interest was displayed in the afternoon session on the same subject.

Persons who attended one of the sessions conducted by the school and college division at the Fortieth National Safety Congress were asked to register their appearance. Not everyone did so, of course. But there were 2,434 attendance cards turned in to staff members.

A technic which was used more at these school and college sessions than at any previous congress was the group meeting where the prepared talks were held at a minimum and audience participation was given major emphasis. Many of the participants of the congress expressed the hope that, in the future session, even more emphasis would be given to this technic. And since this is a delegate-determining convention, where the type and caliber of the sessions depends upon the wishes of the persons in attendance, it seems to be highly probable the work type sessions will receive even greater emphasis at future sessions.

Broadly, the sessions on school problems in safety were divided between those of more particular interest to persons in elementary education, in secondary education, in driver education and in safety education at the college and university level. The safety education supervisors, charged with promoting the overall program of school safety, and persons having special problems, such as those encountered in school transportation, also met together.

There were two other meetings of a different type at this congress: a joint meeting with the American Academy of Pediatrics, which was in session in Chicago at the same time as was the Fortieth National Safety Congress; and a

WAYNE P. HUGHES is director of the school and college division of the National Safety Council.

Delegates spent a solid week at work. *Right:* The spirit of informality, which permeated the Congress, extended even to the seating arrangements. *Below:* George Butler, Otis Hatton, Cecil Zaun and Mary May Wyman lead a discussion on playground safety.

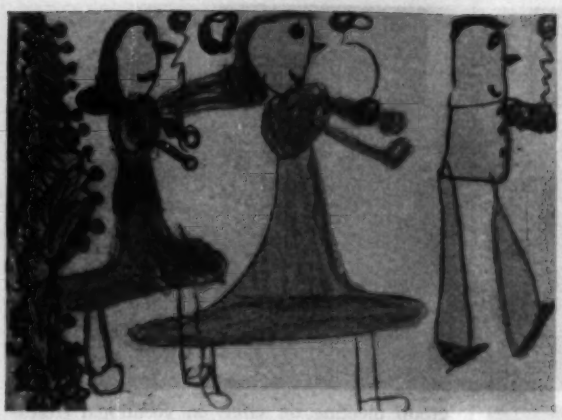
group meeting on safety in vocational education sponsored by the joint safety committee of the American Vocational Association and the National Safety Council.

At no convention will be found a group of delegates more willing to spend a solid week of work. In addition to the thirty-five scheduled sessions dealing with one or another phase of school and child safety there were, this year, thirty-nine committee meetings in which year-around plans were developed. With such an enthusiastic and hard working group representing the schools of the nation, it is no wonder that safety education is making such marked progress.

We, of the staff, are especially grateful for the counsel and guidance of the School and College Conference.

Not least in importance to the persons attending this congress was the opportunity of renewing old friendships and making new acquaintances. What Mark Hopkins did with a pupil in face-to-face conversation was done by most of the congress participants — they exchanged information and gained renewed inspiration.

Above: Zenas R. Clark and Leslie Silvernale seem to be in deep thought. *Right:* Forrest Long is the speaker. Herold C. Hunt may be seen at the speaker's table at this session during which the 1952-53 school program was discussed.

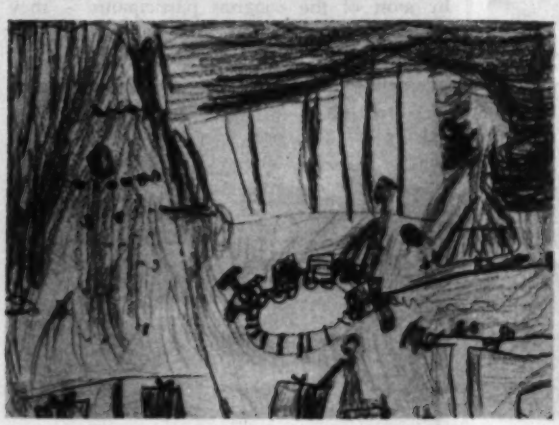


Vacation — a first grade of safe Christmastime

by EVA M. DRATZ

THE FIRST RESPONSIBILITY FOR the child's training in safety matters is the parents', but the teacher has an important role to play, too. The home is certainly the most potent place in the earlier years to begin safety education. ———As the child grows older, the school becomes increasingly influential.

The school is especially important in the dissemination of information. Teachers can do much in providing theories, in inculcating habits, in developing attitudes and in fostering ideals. The teacher has a great advantage over the usual homemaker in having had professional training. This training should make easy the task of planning a program of safety education appropriate to the various stages of the child's development.



Top: "When we play games in the house we will play quiet games so the tree won't fall over. If it fell it might start a fire. The decorations would break, too." *Center:* "It is lots of fun to unwrap the presents. I'll pick up all the wrappings afterwards. If we leave them under the tree they won't look nice and the paper might catch fire." *Below:* "If I get anything electric I will not let my little sister get too near it. I will put my toys away when I am through playing with them. It is dangerous for someone to fall over them."

Safety concept practices at

The first graders captioned the picture at the top of the page "Vacation Safety." *Right:* "I can't wait to trim our tree. I'll let my daddy trim the top of the tree. I'll put the decorations on the tree where I can reach. We won't put decorations near the lights. If we go away, I will turn the lights off." *Left:* "When we wrap presents I will be careful with the scissors. I know how to carry them with the points down. I won't let my little brother get them. I know where they belong."

The school realizes that it is necessary to provide a material environment which will promote safety and to build a school routine that will reinforce the effects of the environment. Procedures must be planned for recognizing the safety problems in the classroom, in the school building, on the school ground, on the streets and in the homes.

In October last year my sixth grade class set up the machinery for a school safety council. The sixth graders planned and wrote the following letter, which, after being approved, was sent to each teacher:

To Miss ———— and class:

This year the sixth grade has decided to have a Safety Health Council. This council is organized to help children in Tuttle school to stay healthy and to help them prevent accidents.

We decided that many children in our school need help in learning how to properly act in the halls and on the playground.

If you are interested in this program, you may send two representatives to our meetings.

Will you please consider the following questions:

Will you send two representatives?

Do you wish to meet on Friday at 2:15

The Tuttle school Health and Safety Council, organized by sixth graders, gives the first grade pupils a lesson in the safe way to go and come from school. Here the author, Mrs. Dratz, observes as a sixth grade pupil tells beginners about the school patrol traffic flag.

every two weeks or do you wish another time?

Do you wish to have our secretary give you a copy of her minutes from every meeting?

Do you wish to be responsible for one of our meetings?

Do you have any problems which you wish to have discussed in our meetings?

The Secretary.

It is obvious that children cannot be taught to avoid all risks. But they should know what the risks are and how they may be reduced to the minimum consistent with a reasonably full and active life.

In this light, the council tackled the immediate problems. When results were not evidenced the council sought the advice of the citizens in the community. Suggestions from the Minneapolis public school safety department were appreciated.

The council was delighted when it was asked to prepare an exhibit for Citizens' School Week. The Citizens' Committee on Public Education, in cooperation with the Minneapolis Council of Parent-Teacher Associations, sponsored school activities during a week in May. The purpose was to tell all of the good things about our public schools and to recognize the role of the teacher and other school personnel in the upbringing of youth in the community.

The safety council at Tuttle school decided to construct a model village whose citizens observed those principles of safety which had been stressed in our safety program. For contrast the committee designed a village where safety rules were not recognized. This display held the interest of children as well as attracted the attention of adults. Visitors commented on the exhibit of posters from the National Safety Council, the American Red Cross and the National Education Association. Also displayed were illustrated stories, slides with stories, movies, and SAFETY EDUCATION.

Frequently we wonder how much of the precepts, which are taught in such organizations as our safety council, are carried over into the living habits of the children. One of my summer schools pupils was a member of the class which originated the safety council which operated during the regular term. At his suggestion the summer school pupils likewise organized a council which was asked to be responsible for an assembly program.

The committee for the assembly program decided to show safety rules applicable to the home, the playground, riding a bicycle, and to go boating on the lake.

I think you would have enjoyed hearing Ann tell of the safety activities of her classmates and how they were developing a Safety Golden Rule. In her words:

"I saw a boy standing on the slide and I told him that he wasn't using good judgment and I told him why."

When recognition of a problem has been established in a pupil's mind, when there is motivation for solving the problem, and when the means of solution are at hand, then the learning has really become fundamental, I think.

EVA M. DRATZ is a teacher in the Tuttle Demonstration school at the college of education of the University of Minnesota.

Lead Poisoning in Young Children

by MARGARET GALBREATH R.N.

NINE BALTIMORE CHILDREN died of lead poisoning in 1951. Out of a total of twenty-seven cases investigated that year, about one-third of the children show indications of brain damage that may be permanent.

Since 1931 the Baltimore health department has been interested in the incidence of lead poisoning in children and has collected data on the matter. Data for early years are limited to known deaths but in the past few years nonfatal cases are being reported, although reporting is not compulsory.

The lead poisoning picture has not improved. The number of diphtheria and smallpox cases has been reduced through widely publicized immunization programs. Lead poisoning continues to kill more Baltimore children in the one through four year old group than any illnesses with the exception of pneumonia and tuberculosis. Nor is lead poisoning confined to the pre-school child. Fatalities were recorded, during the period under study, for six to ten year old children.

In 1951, reported cases of lead poisoning were more than double the number reported during the previous year. There are too many factors involved to make possible a simple explanation of this fact except that in a program where the primary aim is prevention, it is desirable to find cases as early as possible.

Of the three hundred and fifty cases reported from 1931 to 1951, one hundred seven were white children and two hundred forty-three were colored children. Of the ninety-one deaths occurring during the same period there were thirty-one white and sixty colored children.

To get a better understanding of the problem of lead poisoning in children and the implications of the problem, I should make a few explanations of the disease, how it is contracted, and how it is treated.

LEAD POISONING IS A systemic disease caused by the cumulative effect of a fairly constant exposure to lead by inhalation or ingestion over a period of time. Among Baltimore children, the eating of lead-containing paint is the avenue of entry into the body.

Our bodies normally contain minute amounts of lead. If an examination is made of the blood of a person who has had no exceptional exposure to lead, the blood will show measurable traces of the element. With a fairly persistent exposure, the lead content of the blood will increase as the ability of the soft tissue and

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MISS MARGARET GALBREATH is supervisor of public health nursing for the bureau of industrial hygiene for the city of Baltimore.

bones of the body to absorb the lead becomes lessened.

Children rarely exhibit the classical symptoms that are found in adults who are ill with lead poisoning, or painter's colic as it was formerly called. Instead, there is a history of vague symptoms such as pallor, loss of appetite, constipation, nausea, vague abdominal pains and muscle weakness. These symptoms are not unusual in many other illnesses of children. The thing most feared in lead poisoning in children is the development of encephalitis, or inflammation of the brain tissue. Not all cases develop encephalitis nor is it always fatal. However, in Baltimore in 1951, almost one-third of the cases did develop encephalitis and there were nine fatalities attributed to it. Additionally, encephalitis may result in permanent residual damage to the brain.

Since the use of British AntiLewisite, developed during the last war, in treating victims of lead poisoning there has been entertained a little more hope for their recovery, but in many instances the child receives no medical attention until he goes into the convulsive phase accompanying the encephalitis. It is then often too late for successful treatment.

People ask why the child has developed the habit of eating foreign matter or chewing on painted surfaces. The medical term for the symptoms is pica. We are on controversial ground. We know that a large percent of the cases occur in the age group where supervision and not punishment is the only method of preventing pica. This is the age of the toddler —of extreme interest in exploring. It is the age of the teether who finds comfort for his painful gums by biting on anything he finds handy. Pica is not necessarily associated with the lack of any essential element in the body. The child with pica is often the one who mouths everything he touches—dirt, ashes, coal, dust curls, paper, clothing.

Another characteristic of lead poisoning is that the incidence of the disease rises sharply during the summer months. I know of no reason for this fact, but we should be more suspicious of lead poisoning if a child with a history of pica should show some of the poisoning symptoms during summer months.

THERE IS A CLOSE correlation between the incidence of lead poisoning in young children and poor housing, primarily as the housing relates to the condition as well as to the type of paint found. In more than eighty-five percent of the cases investigated, the children were found to be living in homes in poor housing areas. Most of the cases occurred in rented housing units where, predomiantely, the landlord lived elsewhere. Most frequently we found flaking, scaling paint; broken wall surfaces; torn wallpaper.

There was a lack of supervision by the owner or agent. In many instances the tenant made his own repairs and did his own decorating, sometimes without notifying the landlord. Tenant responsibility was not encouraged. For the owner, the property is a dollars and cents proposition so he put as little as he could into the property. Requested or necessary repairs were delayed.

Frequent repainting without scraping or burning away the old paint makes the new paint buckle and scale. Soon comes a time when paint and wall part company.

The present program of the health department is based on the premise that without lead there would be no lead poisoning. The presence of lead-pigmented paint is interpreted to mean the existence of a health hazard. If, on investigation of the home, lead is found in a painted surface accessible to the child or from which the child has picked or chewed, law enforcement goes into action.

A notice is sent to the owner or agent stating that a positive identification of lead has been made from samples of paint on specified surfaces. He is notified that this is a violation of a health department ordinance, No. 384. It is brought to his attention that, under the regulation adopted June 29, 1951, repainting of interior surfaces must be done with paint free of any lead pigment. He is requested to report progress toward correcting the condition by a specified date, set at one or two weeks in the future.

If nothing is heard from the owner or agent within the specified time, an inspection is made. Sometimes the correction has been made or work toward correction is in progress. In many cases the owner telephones or appears personally at the health department to get specific instructions on what is expected of him.

If it is felt that the owner is trying to correct the condition, an extension of time may be allowed. The public health nurse who is working in the case may meet him at the property to point out the areas where correction is necessary.

When no progress or cooperation is evident, the owner is sent a notice to appear before a

hearing. At this time specific requirements are outlined, a new deadline set, and if necessary, a paper on which these conditions are noted is signed by the owner. Fewer than five percent of the cases go to the hearing stage. In 1951 it was necessary to prosecute only once for failure to comply with the regulations.

Occaisonally it is possible to correct a faulty condition before a child has become ill. Sanitarians in the employ of the housing bureau and the health department are alert to flaking paint. Notices to have the conditions corrected are issued as a result of their inspection.

The Baltimore bureau of laboratories maintains a service for the quantitative estimation of lead in the blood. This service has been offered, free of charge, to all physicians as an aid to diagnosis and it is used by physicians in private practice as well as those on hospital staffs.

The health department has also undertaken a program of educating the lay public concerning the hazards to children of lead poisoning. More than ten thousand pamphlets on the subject have been distributed. Letters have been sent through school children to parents living in suspected areas. The newspapers, radio and television stations have cooperated. Paint manufacturers are now offering lead-free paint for both interior and exterior decorating and, as the demand for this type of paint increases, so should the supply.

How can the community and the schools share the responsibility for combating the possibility of lead poisoning in young children? Primarily by bringing to the attention of parents and high school age youngsters, who will soon be parents, the hazards of lead poisoning.

Then the owners of dwelling properties must be persuaded to share with their tenants the responsibility for keeping their properties in a safe and sanitary condition.

Lead poisoning is chiefly a disease of slums and blighted areas just as surely as is tuberculosis and venereal disease. They all thrive amongst low socio-economic groups. Supporting slum clearance and redevelopment plans which will provide decent housing is another way to help.

Each of us can become alert to the dangers of bad housing and become aware of the dangers of allowing children to chew or eat paint. If each of us will do his part, we can eliminate this unnecessary maimer and killer of children.

New Elementary Section Chairman

For the first time since the organization of the Elementary School Section of the School and College Division of the National Safety Council, a classroom teacher, Mrs. Lonnie Gilliland, has been elected its general chairman.

Mrs. Gilliland is a teacher in the Britton school, Oklahoma City.

She has been the faculty representative from her school to the all-school safety policies committee for the Oklahoma City system for the past six years. For two years she was vice-chairman of the committee and for one year she was the secretary. She is chairman of the faculty safety committee at the Britton school and is now in her sixth year as teacher-sponsor of the school's safety council. Members of the elementary section of the School and College Division of the National Safety Council may recall that Mrs. Gilliland has been a member of the executive committee since the inception of the section.

Britton school won the Roy Rogers Safety Award for 1950-51.

More Apparatus Experience

Yakima

by HOWARD SCHAUB

IN THREE YEARS OF EXPERIENCE covering an annual average enrollment of forty-four hundred elementary pupils, grades kindergarten through sixth, in Yakima, Washington, there were thirty-seven accidents involving children using playground apparatus which resulted in forty-two and a half days of lost time.

Of these accidents, fifteen occurred where the apparatus was installed on blacktop or other hard-surfaced playgrounds, twenty-two occurred where the apparatus was installed on dirt-surfaced playgrounds.

Nineteen pupil-days were lost because of the accidents occurring on blacktop surfacing, twenty-three and a half days were lost because of accidents occurring on dirt-surfaced playgrounds.

We have thirteen elementary schools in our system. Not all have playground equipment, not all have hard-surfaced play areas. Our experience shows that if rocks and pebbles are kept off the hard surface under play apparatus, accidents will be reduced. This has been proved at one school where we experimented.

Here is a further breakdown of playground apparatus accidents in which the type of apparatus is specified as is the type of surface and the number of days lost.

Apparatus on Hard-Surfaced Areas

Kind	Number of Accidents	Days Lost
Chinning bars	2	2
Climbing gym	1	0
Swing	1	½
Wave swing	11	16½
Totals	15	19

HOWARD SCHAUB is director of health, physical education and safety for the Yakima, Washington public school system.

Portland

PRINCIPALS OF THE elementary schools in Portland, Oregon, in a report to the business office of the school system covering the number of accidents occurring in one school year, accounted for nine hundred and ninety-four accidents from all causes.

Ninety-eight of these, or 9.9 percent, were attributed to playground equipment. Thirty-three of these occurred at schools where the equipment was installed on blacktop, sixty-five at schools where the equipment was installed on other surfaces.

According to the principals' report, the schools have two hundred and twenty-six pieces of play equipment. One hundred and fifty-one of these, 67 percent, are installed on blacktop. The remainder are installed on areas not hard-surfaced.

In response to a questionnaire sent to the principals by the supervisor of elementary education which attempted to get a concensus on the most desirable type of play area surfacing, the principals reported two hundred and seventy-five accidents attributed to playground equipment. (The discrepancy between the two figures may have been because the principals did not report the less serious accidents to the business office.) *to page 40*

Apparatus on Dirt-Surfaced Areas

Chinning bars	6	2
Climbing gym	3	10
Giant stride	2	0
Swing	1	3½
Wave swing	10	8
Totals	22	23½
Grand totals	37	42½

to page 36

264 Schools Win Honor Roll Award

FOR EIGHT CONSECUTIVE years, ever since the inception of the National Safety Council program of awarding exceptional effort in safety by school systems, the following eight schools have won that award:

Hueytown elementary school, Hueytown-Bessemer, Alabama;

Alameda high school,

Lincoln school,

John Muir school, and

Porter school, all four in Alameda, California;

Hibbing schools, Hibbing, Minnesota;

Chatsworth school, Larchmont, New York; and

Green Bay school of Vocational and Adult Education, Green Bay, Wisconsin.

Two hundred and sixty-four schools or school systems, including two outside the continental limits of the nation, conducted such a program of safety activities last year that they were judged worthy of being placed on the Honor Roll awarded by the National Safety Council for Exceptional Effort in Safety.

Each of these schools submitted to a committee of judges an evaluation check list covering twenty-four specific phases of safety activity for the general school and four other school shop activities together with a testimonial from a local committee which is composed of the school principal, the president of the Parent-Teacher Association—or some other parent group, a pupil and a local civic leader.

By action of the School and College Conference of the National Safety Council, participation in the council's Honor Roll Award program has been opened to all elementary and secondary schools, both public and private. Hitherto participation had been limited to schools using the council's services.

The judges are nationally known for their interest and skills in promoting school safety. They are:

Forrest Long, professor of education, New York University;

Thelma Reed, principal, William Volker school, Kansas City, Missouri;

Peter B. Ritzma, district superintendent of schools, Chicago; and

Mrs. Fred Knight, safety chairman, National Congress of Parents and Teachers.

The two hundred and sixty-four awards will be the largest number granted to date in a single year by the National Safety Council. Ninety-seven schools received a first-year award. There were forty-three who won a second-year award. Seventy-eight won third-year awards.

There were ten schools which made their fourth consecutive appearance on the honor roll. Three won fifth-year and four won sixth-year awards. Twenty-one have been on the roll for seven consecutive years.

to page 39

Honor Roll

awarded by

THE NATIONAL SAFETY COUNCIL

for

EXCEPTIONAL EFFORT IN SAFETY

1952

FIRST YEAR

ALABAMA
BESSEMER
Raimund school
CHISHOLM
Chisholm elementary

ARKANSAS
LITTLE ROCK
Fuller high

ARIZONA
AJO
Ajo elementary

CALIFORNIA
ALAMEDA
Frank Otis elementary
Mastick primary
BURLINGAME
McKinley elementary
RICHMOND
Longfellow junior high
Portola junior high
Richmond Union high
Walter T. Helms junior high
LOS ANGELES
Hollenbeck junior high

CONNECTICUT
OLD GREENWICH
Cos Cob school

FLORIDA
MIAMI
Miami Edison junior high
TAMPA
Twin Lakes school

ILLINOIS
DANVILLE
Danville public schools
ELMHURST
Elmhurst junior high
Eugene Field elementary
Roosevelt elementary
WINNETKA
Hubbard Woods school

INDIANA
EVANSVILLE
Harper school

IOWA
NEWTON
Emerson Hough school

KANSAS
KANSAS CITY
Roesland school

KENTUCKY
FERN CREEK
Fern Creek grade school
FORT THOMAS
Robert D. Johnson school
Samuel Woodfill school

LOUISIANA
LAFAYETTE
F. N. Hamilton Training school

MARYLAND
BALTIMORE
Alexander Hamilton school
Oliver Cromwell school
Charles Carroll elementary
Elementary School No. 108
Franklin Delano Roosevelt elementary
Glenmount school
Guilford school
Hampden school
Howard Park elementary
John Eager Howard school
Waverly school

MASSACHUSETTS
CHELSEA
Shurtleff school
LYNN
Aborn school
READING
Pearl Street elementary
WORCESTER
Boys' Trade high
Worcester public schools

MICHIGAN
TRAVERSE CITY
Traverse Heights school

NEBRASKA
NORFOLK
Hughes School District
Union Creek School District

NEW JERSEY
NEW MARKET
New Market school

NEW MEXICO
CARLSBAD
Joe Stanley Smith elementary
San Jose Mission school
St. Edwards parochial school

NEW YORK
ALBANY
Roessleville school, Colonie central district
MAMARONECK
Mamaroneck Central school

NORTH DAKTOA
KNOW
Know public school

OHIO
HAMILTON
Adams elementary
Jackson school
Jefferson school
St. Joseph school
St. Mary's school
Wilson junior high
KENT
Kent State University school
NORTH COLLEGE HILL
St. Margaret Mary's school
OXFORD
Buchanan school

OKLAHOMA
OKLAHOMA CITY
Capitol Hill junior high
Columbus school
Franklin Kaier elementary
James Madison school
Lowell school
Riverside elementary
Rockwood elementary
Walnut Grove school
Wheeler school
William H. Harrison school
STILLWATER
Lincoln school
Washington high

PENNSYVLANIA
ERIE
Columbus school
Wayne school

TENNESSEE
KINGSPORT
Lincoln school

TEXAS
GAINESVILLE
Callisburg Consolidated Independent school

UTAH
PROVO
Central Utah Vocational school

WISCONSIN
GREEN BAY
Chappell elementary
Elmore school
Fort Howard school
Frankling junior high
Green Bay East high
Howe elementary
Jackson school
Jefferson school
Lincoln school
Nicolet elementary
Norwood school
Roosevelt elementary
Tank school
Washington junior high
West high
Whitney school

HAWAII
HONOLULU
Kalakaua In
SAUDI ARABI
DHAHRAN
Senior Staff

SECON

CALIFORNIA
ALAMEDA
Woodstock
HAYWARD
Sunset elem
RICHMOND
El Cerrito
Ford elemen
SAN LORENZ
Village scho

CONNECTICU
GREENWICH
Julian Curt

FLORIDA
PENSACOLA
W. A. Bloun

ILLINOIS
CHICAGO
St. Genevie
ELMHURST
Washington
GIBSON CIT
Gibson City
school, D
KEWANEE
Kewanee C
ROCK ISLA
Rock Island

INDIANA
TERRE HAU
Thornton j

KENTUCKY
LOUISVILL
Auburndale

MICHIGAN
HAMTRAMC
Copernicus
TRAVERSE
Boardman
Central gra
Elmwood e
Oak Park
Union Stre

MINNESOTA
COLERAINE
Greenway

NEBRASKA
TILDEN
Rolling Pra

NEVADA
FALLON
Fallon pub

NEW JERSEY
GLEN RIDG
Linden Av
HADDONFI
Haddonfiel

NEW YORK
FLORAL P
Sewanhak

NORTH CAR
FAYETTEV
Massey Hi

OHIO
HAMILTON
Harrison
Notre Dam
St. Peter-

LAKEWOOD
Madison school

OKLAHOMA
OKLAHOMA CITY
Britton elementary

PENNSYLVANIA
EAST PITTSBURGH
East Pittsburgh public schools
ERIE
Penn elementary

OREGON
MEDFORD
Jackson school
Lincoln Grade school
Roosevelt school
Washington school

TENNESSEE
NASHVILLE
Hattie R. Cotton school
OAK RIDGE
St. Mary's school

TEXAS
FORT WORTH
Crestwood elementary

WISCONSIN
NEENAH
The Lakeview school

THIRD YEAR

ALABAMA
GADSDEN
John S. Jones junior high
JACKSONVILLE
Elementary Laboratory school

CALIFORNIA
GLENDALE
Balboa school
RICHMOND
Alvarado school
Belding school
Castro school
Fairmont school
Grant school
Harbor Gate elementary
Harding elementary
Harry Ells junior high
Kensington elementary
Lincoln elementary
Mira Vista elementary
Nystrom elementary
Peres elementary
Potrero elementary
Pullman elementary
Roosevelt junior high
Seaport elementary
Stege elementary
Washington elementary
Woodrow Wilson elementary
SAN FRANCISCO
Mission Evening high

CONNECTICUT
OLD GREENWICH
Old Greenwich school

INDIANA
INDIANAPOLIS
George Washington high
MISHAWAKA
Mishawaka public schools

IOWA
MISSOURI VALLEY
Missouri Valley school system

KENTUCKY
FORT THOMAS
Ruth Meyer school

MICHIGAN
EAST LANSING
Central school
DETROIT
Our Lady Queen of Angels school

NEBRASKA
BATTLE CREEK
Battle Creek public schools
Deer Creek School District
MADISON
Madison city schools
Roman school, District 66
St. John's Lutheran school
St. Leonard's school
St. Peter's Lutheran school
MEADOW GROVE
Riverview school, District 18
NEWMAN GROVE
District 67
NORFOLK
District 37
Hillview school, District 43
Jefferson school
Lincoln school
Monroe grade school
New Grant school
Norfolk junior high
Old Grant school
Sacred Heart school
Victory school, District 87
Washington school
TILDEN
Tilden public school

NEW MEXICO
CARLSBAD
Airfield elementary
Alta Vista junior high
Carlsbad high
Carver school
Craft school
Eddy school
Edison elementary
Eisenhower junior high
Hillcrest school
Roosevelt school

NEW YORK
CORNING
Schools I, II, II, District 9
NANUET
Nanuet public school
ROCHESTER
Brighton District 1 elementary

OHIO
HAMILTON
Fillmore school
Madison school
Pierce elementary
Taylor elementary
Van Buren school

PENNSYLVANIA
EASTON
Easton high
ERIE
Academy high
Emerson elementary
Erie Technical high
Strong Vincent school

TENNESSEE
KINGSPORT
George Washington school
Kingsley elementary

FOURTH YEAR

ILLINOIS
CERRO GORDO
Cerro Gordo Community high

MINNESOTA
ST. PAUL
Mechanic Arts high

NEW JERSEY
CAMDEN
Camden public school
SOUTH ORANGE
South Mountain school

NEW MEXICO
SANTA FE
Santa Fe city schools

NEW YORK
BUFFALO
McKinley Vocational high
DOLGEVILLE
Dolgeville Central school

OHIO
LAKEWOOD
Lakewood high

TENNESSEE
KINGSPORT
Andrew Jackson school

WASHINGTON
RICHMOND
John Ball elementary

FIFTH YEAR

NEW YORK
DUNKIRK
Dunkirk Industrial high

WASHINGTON
SEATTLE
Magnolia elementary

WISCONSIN
MADISON
Madison schools

SIXTH YEAR

CONNECTICUT
NEW HAVEN
Sheridan junior high

MICHIGAN
HAZEL PARK
United Oaks school

NEW YORK
NEW YORK
Samuel Gompers Vocational and Technical high

TENNESSEE
KNOXVILLE
Fulton high

SEVENTH YEAR

CALIFORNIA
ALAMEDA
Edison school
Encinal school
Franklin school
Haight school
Longfellow school
Washington school
Webster school

CONNECTICUT
GLENVILLE
Glenville school
RIVERSIDE
North Mianus school

ILLINOIS
ELMHURST
Lincoln elementary

OHIO
HAMILTON
Hamilton high

PENNSYLVANIA
PHILADELPHIA
John M. Patterson school

TENNESSEE
OAK RIDGE
Cedar Hill school
Elm Grove school
Highland View school
Jefferson junior high
Linden school
Pine Valley school
Scarboro school
Willow Brook school
Woodland school

The Physical Education Instructor Looks at Safety

by HOWARD G. RICHARDSON

THE GREATEST CONTRIBUTION THAT an instructor in elementary physical education can make to accident prevention is to procure an adequate physical examination for all her pupils at least once at each grade level of school. This would be true, also, for the instructor in secondary education but this paper is concerned with safety practices in elementary physical education in relation to the classroom teacher and the discussion is given in those terms only.

At present many of our so-called physical examinations are of the assembly line variety and are of little real value. Furthermore there is little or no positive follow-up of the physician's recommendations. So the best we can say for these examinations is that they screen out potential heart cases.

Even screening out the potential heart cases would be of tremendous value if the examinations were completed during the first two weeks or first month of school. In many cases they are not made until the last few weeks of school.

There are two schools of thought regarding the teaching of physical education at the elementary level. One group holds that there should be a special physical education teacher. The other group maintains that the instruction should be given by the regular classroom teacher. Regardless of the advantages or disadvantages of either course, in many states it is necessary for the regular classroom teacher to give the instruction if the job is to be done at all.

This presents problems which we must face and, if we are honest with ourselves, do something about. We require elementary teachers, many of whom are without special preparation, to plan and conduct a suitable program of physical education often without the benefit of supervision, state syllabi or satisfactory supplementary material. The records show that our elementary teachers have done a good job.

We must remember that the very nature of physical education involves elements of danger.

WHAT ARE THE COMMON factors governing safety in elementary physical education?

There is the immediate need of the pupil, the selection of an activity which will fulfil his desires, fits his abilities, be congenial with his age and sex.

There is knowledge by the pupil and the teacher of the hazards involved in the activity, the environment and apparatus.

There is the interest of the pupil. Pupils enjoying a given activity, participating willingly, create a less hazardous situation than do those who are forced to participate.

Safety is everywhere but it must be practiced. No one is too busy to teach safety, regardless of his other assignments. The classroom teacher is responsible for the safety of the pupils in her care. She has the responsibility of *in loco parentis* and by law is said to be liable for a given situation, an act, or a failure to act which results in injury to another person.

The liability of a teacher for injury to those pupils under her care varies with the extent of negligence proven. What are some of the questions which determine liability?

Was the activity under the direction of well-trained and qualified personnel? The answer to this question is far-reaching. It necessitates

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HOWARD G. RICHARDSON is director of physical education, health and recreation for the Department of Education of the state of Maine.

a thorough study of the standards of our teacher training colleges and emphasizes the need for uniformity among state certifying agencies.

Considerable study has been made on this question. Among the studies are those which have been conducted by the National Conference on Undergraduate Professional Preparation in 1948, the Pere Marquette Graduate Study in 1950, and the 1952 study of the Committee on Curriculum Research, College Physical Education Association. All the studies point toward better preparation standards for physical education teachers. Other studies are being made in an effort to arrive at more unity in the standards of certifying agencies.

We are all agreed that our classroom teachers need more than the six or nine semester hours credit now universally required in teachers colleges. Likewise we are agreed that proper supervision should be offered to help classroom teachers to do a better job. As a matter of fact, we need to work toward higher standards for full-time physical education teachers and supervisors. Perhaps we may be able to move faster toward these goals as the public, the superintendents and the school boards become more aware of the responsibilities for providing "safe" physical education personnel.

Supervision Necessary

A second common cause for claiming liability against schools develops from the lack of supervision. Charges of negligence could evolve from an accident occurring during a recess period when there were too many children on the play area with too few, unattentive, or disinterested teachers in attendance. Children should not be unsupervised at any time or any place while they are at school. They should be under the constant observation of an alert teacher who is interested in their health and welfare.

TEACHERS SHOULD HAVE CHILDREN under observation during and after exercise periods to determine that the children are properly clothed for the exercise, that they are wearing appropriate shoes.

Teachers should assign the children to play areas in accord with the number of participants and the type of activity.

Teachers should be alert that the children remove jewelry, knives, glasses or other personal articles which might prove hazarduos during play.

Teachers should maintain extra close control when over-enthusiastic and emotionally immature pupils are at play.

Teachers should prevent pupils who have recently returned to school after an illness from participating in strenuous exercise.

A third common cause for liability comes from faulty and dangerous conditions within the school plant and school equipment. School authorities are charged by law with providing and maintaining a safe school building, safe grounds and safe equipment. Many play areas are hazardous and are unsafe from a health viewpoint. Too often such apparatus as swings, see-saws and jungle gyms are placed too near open-play areas. Preschool and sub-primary children's play areas are often located near driveways on the school property or near the street. A fence should enclose a play area near a street or highway. Safety lanes should be marked between free-play areas and apparatus areas.

Check All Apparatus

Teachers should check to see that all apparatus and equipment is in a safe condition. Faulty equipment should be burned or otherwise destroyed, but not given away to pupils.

Teachers should select a play area suitable for the chosen activity.

Sand, sawdust, tanbark, wood shavings or some other resilient material should be used under swings, not all weather surfaces.

Play areas should be free of obstructions, trees, rocks, posts or fences and should have no uneven surfaces.

A FOURTH COMMON CAUSE of liability is the absence of a fundamental policy concerning the use of school equipment and facilities. No longer do we think of physical education as an unsupervised recreational period. Nor is it a time when children can rid themselves of pent up energies so that they will be able to sit quietly and attentively in the classroom.

Play Is Child's Business

Play is the business of childhood. It is our duty to protect children from injuries which might affect their whole lives, while they are engaged in this business.

Are the pupils warned about the dangers involved in such things as touch football and swings?

Are children prevented from playing in unauthorized areas of the playground? Little children should not play near the areas set aside for hard baseball, for instance.

Is the playground under the same type of

to page 40

Some Practices in Driver Education

SIXTY-EIGHT HUNDRED AND SEVENTY-SIX pupils in one hundred and thirty-four high schools in territory serviced by the Chicago Motor Club received behind-the-wheel training in driver education last year. The number does not include pupils in the Chicago public schools.

An analysis of the practices, extent and cost of the driver education program was prepared by J. H. DiLorenzo of the safety and traffic engineering department of the club.

A major portion of this analysis follows. One hundred and nineteen schools reported on two semesters of experience, fifteen on one semester. The total of two hundred and fifty-three semesters of experience in the one hundred and thirty-four schools should constitute a representative sampling of driver education in northern Illinois and Indiana.

Cost: In Illinois the average cost per pupil in schools reporting was $37.96, in Indiana it was $34.08. The average cost per pupil per clock hour of behind-the-wheel training in Illinois was $5.49, in Indiana, $5.54. The difference in the total cost per pupil and cost per clock hour in the two states derived from the different practices in the two states which includes the pupil-load per car. This was broken down as follows.

Pupils per car	Illinois schools	Indiana schools
5	1	0
4	56	25
3	36	8
2	6	2

Clock hours and miles behind the wheel: The fifty-one hundred an deighty-seven Illinois pupils each received, on the average, 6.9 hours of behind-the-wheel training. The sixteen hundred and eighty-nine Indiana pupils received an average of 6.15 clock hours of behind-the-wheel training. The breakdown on this follows:

Hours	Illinois schools	Indiana schools
0- 2.9	1	1
3- 5.9	25	15
6- 8.9	32	15
9-11.9	8	2
12-20	15	0

The pupil in the Illinois schools reporting got, on the average, 74.9 miles of behind-the-wheel training. The pupil in Indiana got 71 miles. This means, in the case of four pupils per car, that the Illinois pupil was driver or observer during approximately three hundred miles of driving.

Credit and fees: Sixty-seven of the Illinois schools and twenty-nine of the Indiana schools gave pupils academic credit for the course. Thirty-two Illinois schools and six Indiana schools reported no credit was given. The credit ranged from as little as one-tenth unit to one full unit. The largest number of Illinois schools, thirty-six, gave one-half credit, twelve gave a full credit. In Indiana the largest number, thirteen, gave a full credit and six gave a half.

Fees were charged by twenty-three Illinois and twenty-four Indiana schools. The fees ranged from fifty cents to four dollars for the public schools. One Illinois parochial school charged $7 for the course. One Illinois private school charged $16.50 which is the normal tuition charge for any course in that particular school.

to page 36

Educational Objectives in the School Patrol

by SISTER M. BERNADINA, O.P.

CORPUS CHRISTI ELEMENTARY school is situated in one of the extremely congested areas of Manhattan. It is in the Morningside Heights district on 121st street just east of Broadway. Traffic is regulated in the immediate vicinity by a system of lights only. There are no assisting policemen with the exception of the occasional traveling squad car. Both vehicular and pedestrian traffic is exceptionally heavy.

Because we are compelled to rely solely upon safety patrols, the responsibility on these selected pupils is unusually heavy.

Teachers working with the younger children instruct them in the rules of traffic safety and explain to them the work of the student patrol. Intermediate grade children are instructed through visual aids and assemblies.

In these times of uncertainty, of air raid and fire drills, and of rapid dismissals, we deem it necessary to prepare young children to obey orders from the older children on whom the school must rely. For, if emergencies do come, we shall perhaps find it necessary to see to the safety of our boys and girls without help from police or other adults.

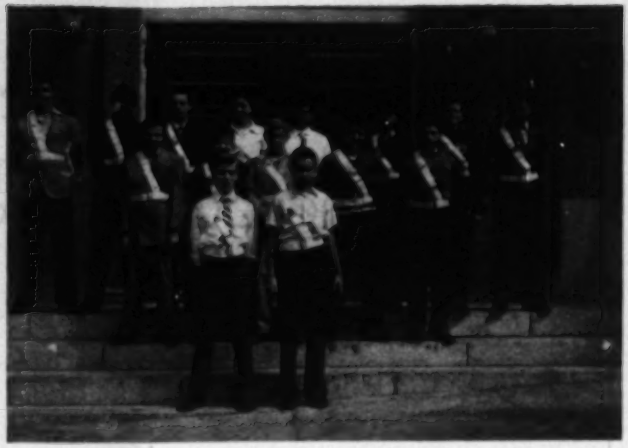
Patrol members are trained for action and for the exercise of authority in all these events —fire drills, air raid drills, rapid dismissals. The school court, comprised of competent and respected eighth grade pupils, hears and oftentimes penalizes children who have been reported by patrol members as traffic offenders or as non-cooperators in any of the safety drills.

The safety of our pupils is of considerable concern to us, in this busy neighborhood; but this matter of educating our "small fry" to cooperate with authority delegated to older children is likewise of concern to us.

STUDENT PARTICIPATION IN and cooperation with school groups is one of our educational objectives and we find that the safety patrol is an organization that provides specific genuine opportunity for furthering the attainment of this goal.

The Corpus Christi safety patrol meets every two weeks, except during very busy seasons. Meetings are conducted by the boys themselves according to parliamentary procedure. At these

meetings appointments are made and members report on the service they have rendered. Following this is a discussion of the problems that have come up during the current two-week period.



And they have problems!

"What can I do about parents who call for their little kids and rush them across the street on a red light?" Or, "Almost every day a boy in the second grade crosses in the middle of the block. (Those east-west blocks in Morningside Heights are really long blocks.—ed.) He's a little kid and I don't want to give him a ticket for Court because Court is pretty severe with these cases. What do you think I could do?"

An airing of specific problems occasionally demonstrates that a certain age group seems to be the most troublesome and the boys decide on a way to talk to them or a particular movie to show to them as a way of reducing or eliminating the problem. Sometimes it is an adult who has been difficult.

The discussion of these problems, the concentration on difficulties of other persons, and the arrival by group action at final decisions on how to cope with them are of quite obvious educational advantage to the boys participating. They learn that forte and sharp words do not result in any positive outcome or permanent improvement and come to realize that there is a way of achieving cooperation and respect through gentlemanly and patient effort.

They learn, sometimes the hard way, that it "pays off" to control one's self before trying to control a difficult situation and we are particularly gratified in observing the way in which the boys grow in patience and persistence. When they are unable to eliminate some certain tenacious problem, some patrol member will almost surely point out that all organizations, from the United Nations down to our safety patrol, must accept certain flaws. The boys come to understand, too, that cleanliness, punctuality, dignity and self-confidence contribute immeasurably to the respect they may earn from the school.

The safety patrol in our school is a service to the community, to the parents and to the children. But the educational benefits accruing to the members of the organization itself make this extra-curricular activity a genuine, robust experience that contribute immensely to the fulfillment of our educational aims and objectives.

Actually, we know of no other activity so rich in educational and social values to our upper grade boys as participation in the work of the safety patrol.

Sister Mary Bernadina O. P. is supervisor of the safety patrol at Corpus Christi school.

December, 1952

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Sketch S9607A

To be merry — Be Safe

TOYS

Trace and

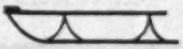
MAKE THIS A SAFE CHRISTMAS
Put red X's where there may be danger.
Tell why.

Babies should not be allowed to play with sharp objects or objects small enough to be swallowed. When you sew, be careful and keep a safe distance from others. Box or scuffle only when you are in a clear space. An airgun is dangerous. Discuss other possibilities when children use various playthings.

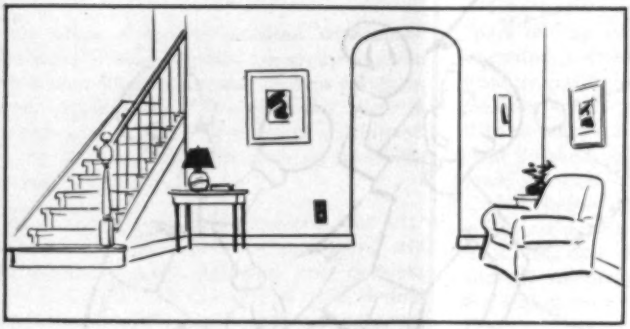
Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

For a Safe and a Merry Christmas

Where should you play with this?

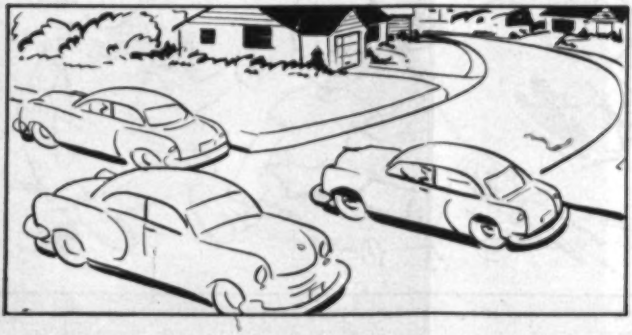


Draw one where it is safe to slide.



Find a safe place to play with this.

Draw one where it is safe to play.



Where should you play with this?

Draw one where it is safe to ride.

Answers: 1. Choose safe places to slide such as park, back-yard. 2. Choose place not in traffic lane. Cord should not cause tripping. 3. Choose street with little or no traffic. Young children should ride on the sidewalk.

December, 1952

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

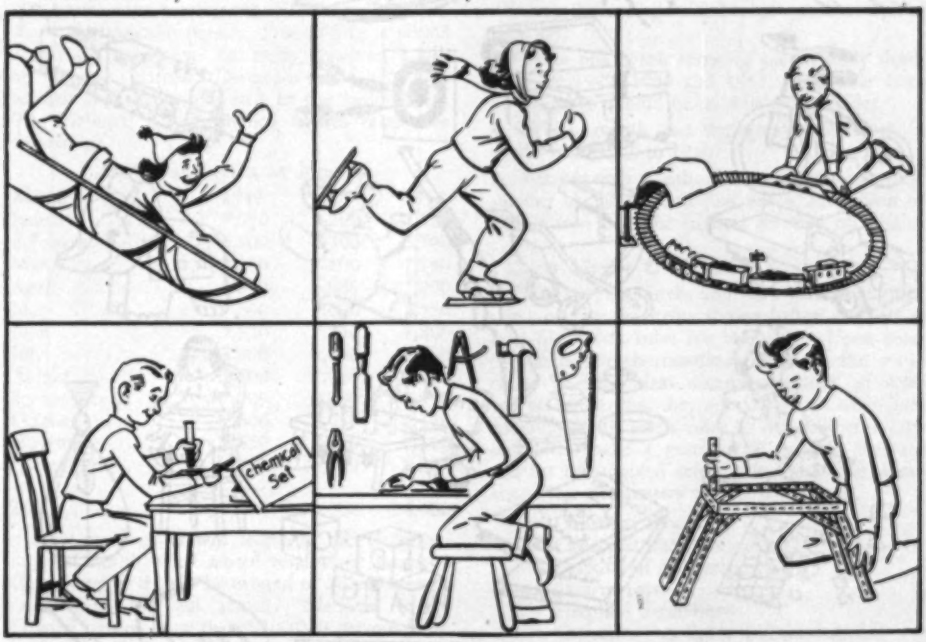
Teaching language arts, social studies and safety

Sketch S9607A

To Be Merry—Be Safe

TOYS

SOME OF YOU have the playthings shown in these pictures and know how to use them safely. Some of your friends may receive these playthings for Christmas. What should they know in order to use them safely?



1. Sled: slide where there is no danger from traffic or trees; choose a hill not too steep; look out for other sleds; wait your turn; be courteous to others; don't hitch; practice steering and increase your skill; put sled away when not in use. **2.** Skating: be sure the ice is safe; don't skate alone; be courteous to other skaters; keep out of the way of hockey games; put skates away when not in use. **3.** Electric train: danger of electric shock; disconnect cord properly; see that insulation is safe; use transformer properly. **4.** Chemical set: young children should not touch; directions must be followed exactly; some chemicals are explosive; use of large quantities may be dangerous. **5.** Tools: store tools properly; put away right after using; be careful not to cut self or to damage property; little children should not use. **6.** Construction set: pick up pieces so babies won't put them in their mouths and so they won't be stepped on in the dark.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

For a Merry Christmas

Trace and
LET'S GO shopping for Christmas presents.

Choose some toys good for a baby. Mark them like this ❶.

Choose some toys good for a six-year-old. Mark them like this ❷.

Choose some toys good for you. Mark them like this ❸.

Put an X on playthings not safe for children. You may choose a toy more than once.

Discuss pupils' selections with respect to suitability for various age levels. Unsafe playthings include air rifle, sharp pointed objects, archery sets with sharp arrows, hunting knives.

Junior High Safety Lesson Unit

December, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, science, mathematics, core, physical education, social studies, homeroom, guidance and safety classes

Poster S9608A

Be Merry, Play Safely This Christmas

WINTER SPORTS

If all the year were playing holidays,
*To sport would be as tedious as to work.**

DURING THIS MONTH WE will have our Christmas vacation period. It should be a period of joy and happiness. For many, however, it will be a time of sorrow. December has a very high accident rate as is indicated in the table below. The National Safety Council figures reveal the following:

Accidental Deaths, by Months

Month	1949	1950	1951
January	7,650	7,200	7,500
February	6,800	6,300	6,700
March	7,250	7,100	7,150
April	6,850	6,800	7,000
May	7,600	7,600	7,550
June	7,950	7,550	7,800
July	8,900	8,050	8,700
August	7,700	7,950	8,450
September	7,000	7,300	7,900
October	7,600	8,050	8,150
November	7,550	7,800	8,300
December	8,150	8,300	8,800
Totals	91,000	90,000	94,000

How many of us will return to this classroom in good health when school resumes in January? How many of us will be injured or killed through carelessness and not return? National Safety Council figures show that 9,400,000 persons were injured in 1951 in addition to the 94,000 who were killed.

What Can We Learn from Figures?

1. What is the percent of decrease or increase (to the nearest whole number) between the 1949 total and the 1950 total? Between the 1950 total and the 1951 total?

2. Using the 1951 injury and death totals, compute the average number of persons killed each day and the average number of persons injured each day.

3. Make one graph showing the monthly death total for 1949, 1950 and 1951. The three lines of the graph should be in contrasting colors.

4. Which month has the greatest decrease in deaths from 1949 to 1950?

5. Classify each month of 1951 as winter, spring, summer or autumn and find out which month of each season had the highest number of deaths.

Plan a Merry Christmas

Form six committees and have each committee select one of the items shown below and list at least five safety rules for that item. Upon completion have each committee report to the entire class. Through class discussion clarify all rules and be certain that they are complete. After final adoption of the safety rules by the class have each committee make a poster with suitable drawing and list the adopted safety rules under the drawing. Place the posters on bulletin boards.

- Christmas shopping.
- Christmas tree care.
- Disposal of gift wrappings.
- Care of toys.
- Fireplace decorations.
- Christmas tree lights and decorations.

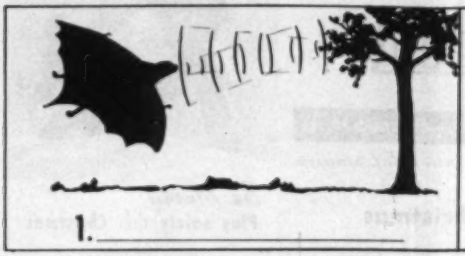
*How many students can find the source of this quotation?

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Science and Safety

Supply the missing word and then match the picture in the left hand column with its partner in the right hand column by putting the correct letter in the space beside each number. Discuss answers thoroughly.

You're not a — **So Don't**

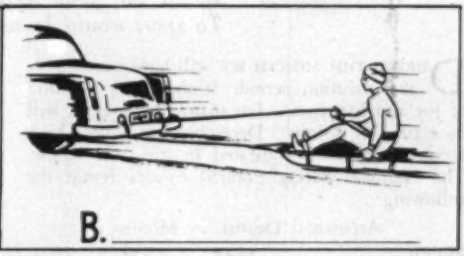


1. _____

A. _____

A _____ emits supersonic waves which, striking objects in their path, reflect back enabling it to avoid collisions in night flying.

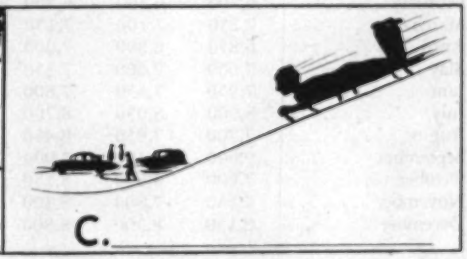
2. _____



B. _____

Some _____ _____ have adhesive pads on their feet enabling them to cling to the underside of smooth surfaces.

3. _____



C. _____

A _____ _____ attaches itself to sharks and other large creatures of the ocean and thereby goes along for a ride.

4. _____

D. _____

The _____ has a system of breathing which enables it to swim safely for considerable distances under the ice.

Answers. Question—William Shakespeare, King Henry IV, Act 1, Scene 2. What Can We Learn from Figures—1. 1949 to 1950, —.1%, 1950 to 1951, 4.4%; 2. Killed, 257, Injured, 23,733; 3. a graph; 4. July; 5. Winter—December, Spring—May, Summer—July, Fall—November. Science and Safety—1. a bat; 2. tree frog; 3. shark sucker; 4. muskrat.

December, 1952

Senior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, mathematics, physical education, social studies, core, guidance, homeroom and safety classes

Sketch 9608A

Be Merry, Play Safely This Christmas
WINTER SPORTS

*This above all: to thine own self be true**

ALL OF US ARE LOOKING forward to Christmas. We enjoy the festive feeling associated with the yuletide. One of our greatest joys is to make others happy and to experience the thrill of giving to others.

The accident record for last year, however, indicates that December is the most dangerous month of the year. Why do we have such a high accident rate, causing sorrow and grief, during a month when most persons are trying to be happy and trying to create happiness for others? Obviously none of us wants to hurt others or himself. Yet, accidents occur because some of us misjudge our abilities and skills or allow our emotions to rule us.

Do You Know Yourself?

WHEN WE ARE ASKED how well we know a person we usually answer, "Just casually," or "Very well," or with some other phrase that describes the knowledge we have of the other's personality, physical appearance, thinking ability, and attitude. If we were asked how well we know ourselves, could we answer truthfully, "Very well"? Or would an honest answer be, "Just casually"?

In order to study ourselves, let's make a checklist of those traits that might cause accidents. Listed below are some questions that could be included in the checklist.

- Do I have good sight?
- Do I coordinate well?
- Am I inclined to "show off"?
- Do I lose my temper easily?
- Do I carefully analyze a problem before attacking it?

THROUGH CLASS DISCUSSION many more items can be added to the checklist. After you have completed your checklist, run off enough copies on the duplicator so that each person in your group has one. Then rate yourself by marking "yes," "no," or where appropriate "sometimes" for each item. Finally, those of you who want to volunteer may describe your strengths and weaknesses to the class. The class can then discuss the self-analysis and point out those traits which need most to be improved.

To find out what others think about you, schedule an interview with one or more of these persons: school nurse, physical education instructor, a teacher, a friend, your parents. Be sure to have your checklist with you during the interview so that the obtained information may be recorded.

Post a copy of the checklist on the class bulletin board. Every time a class-member hears of an accident, obtain the facts and, through class discussion, determine the most probable trait or traits responsible. If the list has no item describing the responsible trait, add a descriptive phrase that will state the cause.

Tabulate your survey at periodic intervals and construct a graph to show the most prevalent causes. Using this tabulation, plan an assembly program on safety.

**What students can find the source of this quotation?*

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

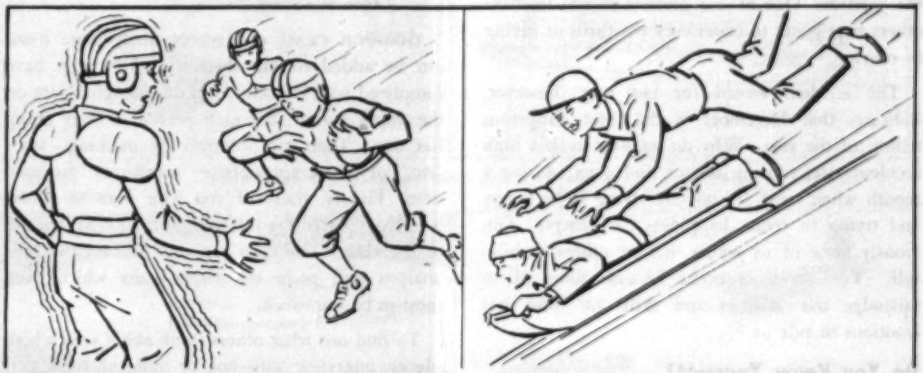
Is Your Behavior Consistent?

Here are some examples of inconsistencies that often lead to accidents

He knows all the angles in geometry class

BUT

He leaves his compass and protractor home when he goes hunting.



In football he fears body contact

BUT

With small fry he's a demon!

They did more "outside reading" than any others in English class

BUT

Their outside readings doesn't include small signs.

Make posters of other inconsistencies that you observe.

RIGHT EQUIPMENT COMMANDS ATTENTION

Start off the school year by outfitting your safety patrol with the best equipment and accessories.

AVAILABLE FOR IMMEDIATE DELIVERY

Raincoats and Belts
Safety Patrol Belts
Felt Arm Bands
Safety Buttons
Badges
Overshoes
And the Corporal Digby Safety Sentinel

WHITE RAINCOATS made of 100% American Rubber. Also available in yellow or black. Highly visible.

CAPS

Snappy eight-point style gabardine cap may be had in Navy Blue. Other colors on special request.

SAFETY PATROL BELT

The very popular adjustable school safety patrol belt. Made of two inch and 2½" heavy quality. Web with two-piece nickle rust-proof buckle with prong toggle. Both waist belt and shoulder strap are easily adjustable. The entire belt easily cleaned.

BADGES

WRITE FOR CATALOG TODAY!

GRAUBARD'S

America's Largest Safety Patrol Outfitters
266 Mulberry St., Newark 5, N. J.

Yakima

from page 18

During two and a half years of the concurrent time span the children encountered one hundred and sixty-eight other accidents at home, going to and from school, in school, on playgrounds—other than apparatus accidents, and elsewhere. As nearly as we could determine these included all accidents whether they involved lost time from school or not. It is, of course quite possible that the report does not include all accidents occurring while the child was not under school jurisdiction.

There were reports, however, of thirty-five home accidents costing thirty-two days of lost time from school. Falls were the principal cause of the accidents. There were five fractures reported.

Going to and from school thirty-one children were injured with one fatality and eighty-one days of time lost in non-fatal accidents as a result. Three children had fractures and two concussions.

On the school grounds fifty-six children were hurt costing forty days of absence. Falls were the principal cause of the injuries. More of the accidents happened while the children were engaged in unorganized play than while they were engaged in any specific activity. Twenty-two were so hurt. Nine were hurt while playing softball, which was the most hazardous activity aside from the apparatus accidents. There were five fractures and one concussion received by the children.

In the school buildings fourteen children were hurt while they were in the classrooms. Three were hurt on inside stairways and one on the outside steps.

Accidents were reported that occurred while the children were camping, in the city parks, on the fair grounds, hiking, hunting, skiing, sleigh riding, working and otherwise engaged in activities outside of the normal school jurisdiction. There were twenty-three such accidents during the two and a half years covered. The pupils lost fifty-two and a half days of school time as a result.

Accident summaries, such as this, gain value only as they give some indication of the more frequent causes of accidents thus enabling the responsible school people to take the most effective possible action to minimize future accidents.

In this summary of two and one half years experience, falls lead all other causes of accidents. There were seventy-six. Separately the falls were reported as "fell on waxed floor", "fell against hot stove", "fell from bicycle", "fell on ice", "racing for place in line, fell on grass", "fell on highly oiled floors", "fell down steps", "fell off ladder".

Of the thirty-one accidents which occurred while the children were enroute to and from school, a bicycle was involved in thirteen. A vehicle, other than a bicycle, was involved in nine accidents in five of which the vehicle was not moving. The one fatal accident happened while a child ran into the street from behind an obstruction.

Practices in Driver Education

from page 24

In seventy-six of the Illinois and ten of the Indiana schools the course was offered without fee.

Instructors and time: Two Illinois schools had four and five instructors each for the course. In seventy-six schools there was one instructor, in eighteen there was two, and in three there was three. In Indiana, thirty schools reported one instructor each, two reported two, and three reported three.

Thirty-nine per cent of the Illinois instructor's time, on the average, was spent teaching driver education, both classroom and behind-the wheel. In Indiana the instructor spent, on the average, thirty-five per cent of his time on the course.

Illinois pupils got an average of 24.01 hours of classroom work while Indiana pupils received 24.19 hours of classroom instruction.

Each Illinois instructor taught twenty-eight pupils per semester, on the average. In Indiana the figure was twenty-six. There were nineteen hundred and eighty-seven boys and thirty-two hundred girls who took the course in Illinois. There were one thousand and forty-four girls and six hundred and forty-five boys who took the course in Indiana schools.

Course structure: In eight Illinois and three Indiana schools the course was not conducted as a separate subject. Behind-the-wheel and classroom work was coordinated in eighty-five Illinois and in twenty-nine Indiana schools. The two phases were separated in thirteen Illinois and five Indiana schools. No classroom work was offered in one Illinois and one Indiana school which did offer behind-the-wheel work. All the schools included in the study offered behind-the-wheel instruction.

Atomic Attack

from page 9

blast beneath water is much more dangerous because the wator vapor can carry the destruction farther, the distance depending upon the wind.

The length of time of radiation danger is relatively short. When you go to have an X-ray taken, the technician sets the machine for a certain time and distance. In a few seconds it is over. The radiation is cut off when the machine is stopped. This is similar to what happens from A-bomb rays. If you should stand near a person who has been subjected to radiation, you cannot get it from him. It is not contagious.

Some people have asked: "Is there any treatment for radiation injuries?"

Many borderline cases may be saved by good medical and nursing care, by blood transfusions, by control of infections by medicines such as penicillin and aureomycin and by controlling the tendency to bleed by the use of drugs.

Will the effects of radiation exposure cause cataracts? A cataract is a film that covers the eye. Radiation may cause cataracts but this should not be confused with the temporary blindness which may occur as a result of the intense light from the blast.

In summary, radiation is the least to be feared of the three major threats of an A-bomb attack. With proper care and medication those affected may be restored to health.

Emily Goetz:

MANY PEOPLE BELIEVE that nothing can be done to prepare for an atomic attack. However, there are many health precautions that can be taken.

First of all, every point that I am going to mention should already be the knowledge and practice of every American citizen. Also we—our freshman Social Living class—don't know everything on the subject. We are learning for the first time and enjoying it. My information is correct as far as I have been able to find out.

As a first, and probably most important, precaution, all students should take protective inoculations. For one thing, there may be too little time after an emergency occurs. The inoculations aren't against an atomic blast, but are precautions against disease which may develop in crowded shelters and refuges afterwards. For instance, a person might drink some contaminated water and start a typhoid fever epidemic; and one person with 'flu could give

Dramatic New Approach to Driver Education Available without charge

"Live~ And Let Live"

An Ætna Motion Picture that shows the 10 LEADING CAUSES OF HIGHWAY ACCIDENTS

Running time: 10 minutes

One of Many 16 mm. Sound Films

"Live and Let Live" is just one of many interesting and informative Ætna films on such subjects as bicycling, first aid, home and sports safety. Use the coupon to get full details.

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Public Education Department SE-3
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everyone else the disease. You can see how any epidemic would be serious and dangerous at such a period.

Everyone should have typhoid, tetanus, smallpox and diphtheria inoculations. There are other inoculations which you may have the opportunity to take. It is foolish not to use this privilege. The inoculations cost us nothing. A sore arm or fear of the needle is no excuse for neglecting these injections which may save our lives.

All teenagers need first aid training. All Girl and Boy Scout organizations should see that their members get this training. Church groups, summer playground directors can offer similar courses. There is also a Junior Red Cross course.

Safety information should be made available to all students and parents. The school or community council can do this. Our school offers units on safety. Other schools can, and are, doing the same. If people know beforehand what to expect, panic will be kept down and many lives will be saved in case of an attack.

There are several questions about what to do after an atomic attack.

What can be done about contaminated water? Water in the taps is safe unless pipes are broken and, then there won't be any water anyway. What foods are safe after an atomic blast? As far as we have been able to find out any unopened, covered food is all right, provided it has not been exposed and it has been washed thoroughly. Foods in refrigerators are safe if the door hasn't been jarred open. But you should wash them.

Wallace Woods:

IN THE EVENT OF A BOMBING teenagers should return to school as soon as possible. In so doing they will set an example both for younger children and for parents. There may be great danger for teenagers and small tots if they play around bombed buildings, so they would probably be of great assistance to the town or community by returning to school.

Teenagers should remain in school until called into the armed forces. The best preparation for an emergency is a well-educated citizenry. High school education is the minimum requirement.

The present draft calls for those boys that do not make their grades. Those boys with high school and college diplomas generally get the office jobs, instead of the front line jobs. The boys who have more education generally advance in rank ahead of those with less education. These arguments should keep teen agers in school.

Our most important responsibility is to get a good education. Students can do jobs at home and relieve the older people by allowing them to do work that is too big a job for a teen ager.

Teen agers can take courses which will be a great help in an emergency. Courses such as typing, first aid, safety precautions and radio work may all be needed. There are other courses, too, that will be helpful such as foreign languages and history to help understand foreign peoples better; homemaking for preparing girls to assume adult responsibility in the family. Amateur radio operators may be needed to counteract and control panic.

Nurses will be needed. The casualties of a bombing will bring great demands. All of the available nurses will be rushed to the bombed areas to aid as best they can. All girls entering this field have chosen a good profession that pays well both in war-time and peace.

Leisure planning is necessary, too. Radios, television and movies might all be knocked out by a blast. Reading is a form of entertainment which can always be employed. Hobbies and games are other leisure time occupations. Games

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Available in either white or Federal yellow, these plastic belts glisten in the sun and are bright on dark days. Flexible—Smartly Styled—Adjustable—Easily Cleaned.
Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

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that use more than one player will benefit both you and your friends.

Another problem we may have to face is panic. What can teen agers do in case of panic? The answer is simple. Don't aid panic. Stop and think about any rumor that you hear before you pass it on. Weigh all the facts and logic behind it. You can help stop panic by stopping a rumor when it reaches you. Keep a cool head, especially in a riotous crowd. Don't run. The only thing running can do is to help you kill or seriously injure someone.

I have tried to show you that there will be jobs for teen agers in case of an atomic attack but that our most important contribution to our country is to get a good education.

Pat Sill:

WE HAVE TRIED TO BRING you some information which, as far as we have been able to find out, is all facts and not fancy. We have tried, also, to correct false information.

We have shown you what the chances are of our being hit by an A-bomb. Although we are surrounded by strategic points, chances are that we will escape actual attack.

All citizens should have information on natural and man-made protection. We should all know what protection there is in our city and in our own backyard.

We have also tried to correct some misinformation and answer some questions about radiation.

The panel has told us the health precautions which can be taken, the most important being innoculations. All of the precautions can be considered necessary whether an atomic attack hits Carbondale or not.

There are also duties for teen agers during and after a major emergency; one of the most important being to return to school as quickly as possible.

Cuts Hurt 1 of 4

Nearly 1 of every 4 injuries to children in the home is caused either by household tools with cutting edges or sharp points, or broken glass objects, according to a recent study of nearly 300 disabling child accidents reported by physicians and surgeons to the Institute for Safer Living of the American Mutual Liability Insurance company.

(Report of pupil accident, verbatim)

Dolores was playing a game and when the children had their backs together she caught her little finger in a boy's pants pocket. She strained it in trying to pull it out.

264 on Honor Roll

from page 19

Participation in the National Safety Council honor roll program is considered to offer an opportunity to school people to receive a critical evaluation of their present school safety program, to offer a method of increasing the effectiveness and extent of that program, and to gain national recognition for a job well done.

Attesting to the value which a school system may get from participation in the Honor Roll Award program are those communities in which the number of schools taking part increases from year to year.

For instance in Alameda, California, there are four schools which are eight-year participants; seven which are seven-year participants; one which is a two-year participant; and two which participated for the first time last year. Or in Carlsbad, New Mexico, there are three schools which joined the program last year and ten which have completed three years of participation. Other instances might be pointed out.

The names of the schools which are on the 1952 honor roll appear on pages 20 and 21 of this issue of SAFETY EDUCATION.

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

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Celluloid front—metal back. Web strap and buckle attachment.
No. 33 Blue on white JUNIOR SAFETY PATROL.
No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen .....$5.00 Lots of 50.....28c each
Lots of 25.....30c each Lots of 100.....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen.....$6.00 Less than dozen.....$1.00 each

Write for our Safety Patrol Circular
OUR RECORD 52 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Mechanical Cop:** Folder describing portable 4-way traffic signal which can be quickly set in place to handle emergency traffic problems. Fully automatic with standard changing signals. Portable Traffic Signals, Inc.

2. **Safety Patrol Equipment:** Illustrated brochure describes belts, rubberized coats and hats, and warning flags for safety patrols. Featured are the yellow warning flags designed for better visibility. M. F. Murdock Co.

3. **Traffic Training Board:** Brochure with illustrations on training device for driver in safety classes. A 30" by 40" board on which road patterns are laid out can be used vertically with magnetized model cars and traffic device symbols for demonstrations of driving and traffic problems. Magno-Safe-T Board.

4. **Bulletin Boards:** Information on Dav-Son Cork Back Bulletin Boards, gummed paper letters and figures, and nameplates. Bulletin boards in various styles with or without glass. Specifications and prices included. A. C. Davenport & Son, Inc.

5. **Group Washing:** Illustrated booklet on Bradley Washfountains designed expressly for group washing. Circular or semi-circular, hand or foot controlled washfountains, "five-in-a-group" showers, washroom plant and layouts featured. Bradley Washfountain Co.

6. **School Patrol Equipment:** Catalog on uniform equipment for school patrols including caps, badges, patrol belts, arm bands, rubber raincoats and helmets. Dimension charts, illustrations, and color samples of equipment. Graubards, Inc.

7. **Floor Maintenance:** Illustrated catalog and literature on floor cleaning and maintenance equipment. Powders, waxes, sealers and machinery for scrubbing, waxing, polishing and vacuum cleaning included. Finnell Systems.

SAFETY EDUCATION DECEMBER, 1952

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

Name.....

Title.....

School.....

Address.....

City.....

Portland

from page 18

Of the accidents reported on the questionnaire, one hundred and three, or 37 percent, occurred on equipment installed on blacktop. Accidents occurring on equipment installed on other surfaces totaled one hundred seventy-two, or 63 percent of the number reported.

The report as published in *Recreation* does not break down the accidents on each piece of equipment between those occurring on blacktop and those occurring on other surfaces. It does, however, show the accidents occurring on various types of equipment and the number of each type installed on blacktop.

Type of Apparatus	Pieces Installed	Installed on Blacktop	Number of Accidents
Jungle gym	56	22	24
Horizontal ladder	44	17	8
Slide	39	16	20
Triple Horizontal Bars	23	4	22
See-saw	18	6	2
Swings	15	3	13
Merry-go-round	12	1	6
Traveling rings	3	0	3
Other	16	6	0
Totals	226	75	98

There are no statistics available which would show the frequency of accidents on the various pieces of apparatus in terms of exposure since the numbers of children using the various pieces have not been determined.

Phy. Ed. Instructor

from page 23

supervision as the classroom? Too often one or two teachers are assigned to "playground duty" which is a dangerous practice and an evasion of the real need.

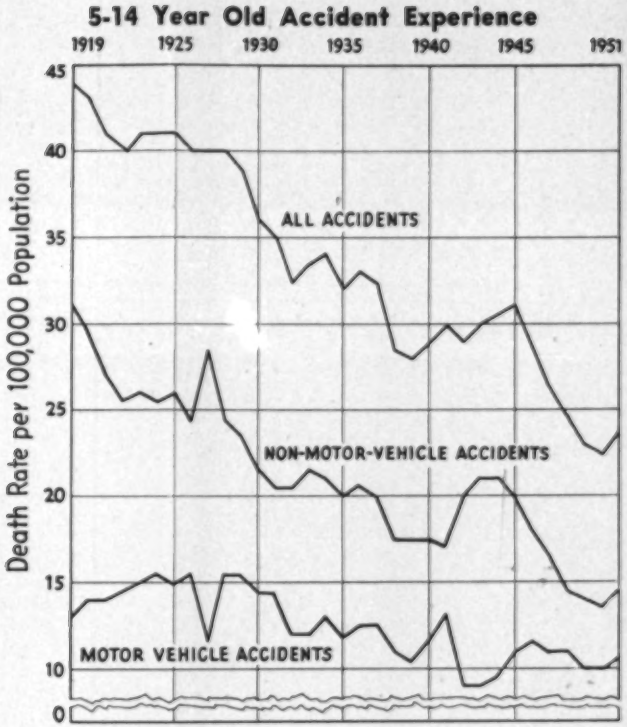
Is suitable equipment chosen for the activity? Improvised equipment demands especial care.

Are rules and regulations developed for the use of certain types of equipment as well as giving skill tests in its use?

If we want to serve youth and to upgrade our program we must all help elementary teachers to do a better job in safety in physical education activities. We need to establish the basic philosophy that we teach children by means of physical education activities.

The Child Accident Death Rate Is Going

D O W N



School people may justifiably claim
a large share of the credit
for decreasing the 1919 accident death rate
of five to fourteen year olds
from 44½ per 100,000 population
to 24½ in 1951

POSTERS
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are tools
specifically designed
to help teachers
save lives

For further information about these and other services of the National Safety Council to the teaching profession Ask for school safety services, Guide 2.3

Address inquiries to National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

2nd Lt. Joseph C. Rodriguez

U.S. Army

Medal of Honor

SIXTY YARDS TO GO. From atop the hill, near Munye-ri, Korea, the enemy suddenly opened up a withering barrage. The squad was caught; Red mortars began zero-ing for the kill. Lieutenant Rodriguez (then Pfc., with only seven months service) broke loose and dashed up the fire-swept slope, throwing grenades. Disregarding the fire concentrated on him, he wiped out three foxholes and two gun emplacements. Alone, he accounted for 15 enemy dead, led the rout of the enemy, and saved the lives of his squad.

"When you have to take chances to reach an objective, that's O.K.," says Lieutenant Rodriguez. "But when you can find a surer way, so much the better. That's why I was glad when I heard that people like you own *nearly 50 billion dollars* in U. S. Defense Bonds. I believe that a strong, *peaceful* America is our objective. And the *sure* way to reach it is through backing *our* strength with *your* strength by investing in United States Defense Bonds *now!*"

★ ★ ★

Now E Bonds earn more! 1) All Series E Bonds bought after May 1, 1952 average 3% interest, compounded semiannually! Interest now starts after 6 months and is higher in the early years. 2) *All maturing E Bonds* automatically go on earning *after maturity*—and at the new higher interest! Today, start investing in better-paying Series E Bonds through the Payroll Savings Plan!

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